



CHARLTON SCHOOL

Building Knowledge • Developing Character • Inspiring Futures



Teacher of Business & ICT



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Salary: ECT/Main Scale/Upper Pay Scale

Contract: FTE

Contract Term: Permanent

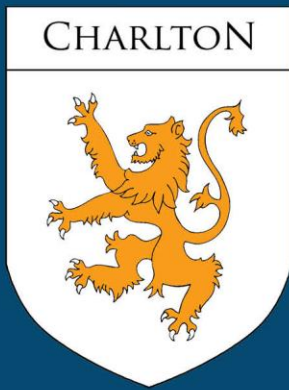
Closing Date: 9am on 16th October 2026

Interviews: w/c 19th October 2026

Job Start: January 2027



Principal: Mrs Barton
Apley Avenue, Wellington, Telford, TFI 3FA
Telephone 01952 951409
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About Charlton School

Charlton School in Wellington, Telford, is a well-established comprehensive secondary academy with a long tradition of serving its local community.

At Charlton we take pride in students' progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals' needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.

Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

At Charlton our ethos is built upon our three core values; we expect all members of the Charlton community to always exhibit these values:

Respect Responsibility Resilience

As part of the Learning Community Trust since December 2018, we are dedicated to providing a broad and enriching education, underpinned by strong pastoral care that supports the holistic development of each student. Our curriculum includes core and Ebacc subjects alongside valuable qualifications in technology, media studies, and ICT. Underpinning our commitment to student success is a parallel dedication to the professional growth of our staff. Charlton School fosters a culture of continuous improvement through a comprehensive Instructional Coaching programme, providing tailored support and development opportunities for all colleagues. This investment in our staff ensures the highest quality of teaching and learning across the academy. Furthermore, our centralised pastoral systems are designed to create a calm and purposeful learning environment where students feel safe, supported, and ready to thrive.

Staff Wellbeing Offer

At Charlton School, we believe that supporting our people goes beyond the workplace. That's why we are proud to offer a comprehensive Employee Assistance Programme, designed to provide confidential guidance, practical resources, and wellbeing support whenever it's needed. Whether it's professional advice, personal challenges, or simply a listening ear, our EAP ensures that every member of our team has access to the tools and care that help them thrive both at work and in life. Our complimentary staff offers include:

- **Counselling:** Confidential sessions with qualified counsellors
- **Nurse Support:** Speak with registered nurses about health concerns
- **24/7 GP Access:** Consult with a GP anytime and arrange prescriptions to your local pharmacy
- **Physiotherapy:** Telephone consultations and referrals to local clinics for physical discomfort or injury.
- **Mindfulness & Mental Wellbeing:** Guided relaxation, live sessions,
- **Lifestyle Support:** Including fitness plans, nutritional advice, weight management, and food sensitivity testing.



Business & ICT Department

The Business & ICT Department is an ambitious area of the school, committed to developing students' digital literacy, entrepreneurial thinking and understanding of the modern business world.

At Key Stage 3, students follow a broad and engaging curriculum that builds essential knowledge and skills across information technology, digital creativity, online safety, enterprise and business concepts. The curriculum is designed to prepare students for further study while fostering problem-solving, collaboration and independent learning skills that are vital for future success.

At Key Stage 4, students benefit from a range of both GCSE and vocational qualifications, providing pathways that suit different interests, strengths and career aspirations. Our curriculum offer enables students to develop a strong understanding of business operations, finance, marketing and enterprise, alongside practical, industry-relevant digital and ICT skills. This combination of academic and vocational study ensures that all students have the opportunity to achieve success and progress confidently to further education, apprenticeships or employment.

The department is well-resourced, forward-thinking and committed to securing the very best outcomes for students. Staff work collaboratively to develop high-quality teaching, share best practice and create engaging learning experiences that inspire students to achieve their full potential





Job Description

Title: Teacher of Business & ICT
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Purpose

- To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress
- Be accountable for the attainment and progress of all students who are taught by the post holder
- Supervise and guide the work of any support staff (including Teaching Assistants) who are assigned to work with the post holder's classes/students.
- To provide pastoral support and guidance for all students in the post holder's care, classes or form group.
- To contribute to the overall development work of the teaching and learning area team.
- Safeguarding and promoting the welfare of children and ensuring they have a safe environment in which to learn.

Teaching

- To set clear learning objectives and plan for and teach across the whole age and ability range for an appropriate proportion of the week.
- Use data to plan lessons and learning materials to motivate and support all students to make at least good progress.
- To have high aspirations and set challenging targets for all students.
- To set high expectations for students' behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences
- To work in collaboration with Learning Support Assistants assigned to any teaching group/student within the group
- Take account of students' prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities
- To promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning
- To provide intervention activities for those students who need support to boost attainment/progress or who require additional challenge
- Set work for students absent from school for health or disciplinary reasons
- To manage the behaviour and discipline of students within the classroom in line with the school's Behaviour Policy.
- To ensure that teaching room, resources and equipment are maintained in good order with particular regard to health and safety, and security of property
- To use ICT and other technology and learning resources as learning tools to inspire and motivate learners
- To ensure that a stimulating learning environment is maintained in the classroom including provision of a high quality of display.



Job Description

Assessment Recording and Reporting

- To maintain notes and plans of lessons undertaken and records of students' work, their attendance and attainment.
- To mark, assess and return students' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement
- To keep high quality records to promote tracking and monitoring of student progress using data and teacher assessment records
- Use data and teacher student attainment, progress and results of assessments within the school's recording and reporting structure
- To set and mark examinations, assessments and coursework as assigned by the Subject Lead or member of SLT
- Attend the appropriate parents evenings and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets
- Be familiar with school's records and information relating to students who have additional needs and use this information to ensure all students can access the curriculum and are supported to attain well and make at least good progress

Pastoral Responsibilities

- To take responsibility for promoting and safeguarding the welfare of students and making sure they have a safe environment in which to learn
- To participate in the pastoral organisation of the school as a form tutor, if required
- To be the first point of contact for parents/carers in the assigned tutor group
- To monitor and set targets for the social and academic progress of individuals in the tutor group
- To undertake responsibility for the delivery of the personal development programmes to the tutor group as required
- To promote good attendance and punctuality and monitor in accordance with the school's Attendance Policy providing support/intervention for those who find it hard to maintain high standards

General Professional Responsibilities

- To attend meetings as part of the school's meeting cycle
- To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, subject and whole school improvement work
- To support and implement all relevant subject and teaching and learning policies, including the Code of Conduct for staff and whole school policies
- To act as a role model to students in respect of dress, attendance and punctuality and general conduct
- To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, emergency cover).
- To fulfil the conditions of employment for schoolteachers, as laid down in the latest School Teachers' Pay and Conditions Document. Teachers in the Upper Pay Scale (UPS) can be expected to make a particular contribution to the development and improvement work of their Teaching and Learning Area team in line with statutory requirements to meet threshold standards.

Person Specification

Factors	Essential
Qualifications	• Qualified Teacher Status (PGCE or equivalent qualification) • Good Honours degree
Experience	• Experience of teaching students across the whole ability and age range • Ability to analyse and interpret data, and use it to identify underachievement • Successful experience of teaching in the subject across the full age range of a secondary school
Skills / Knowledge	• Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments. • Knowledge of current issues and recent developments in the curriculum area. • Commitment to raising achievement through enabling all young people to achieve their potential. • Ability to use pupil assessment data to raise standards • Capacity to use ICT as integral part of teaching. • Knowledge and understanding of the value added agenda, including levels of progress. • Ability to support the process of change and work effectively in a team. • Ability to prioritise, plan and organise. • Understanding of safeguarding and promoting of welfare of children issues. • Understanding of equal opportunities issues and their application to work.
Personal Qualities	• Resilience under pressure • Patience, flexibility, approachability and a positive and energetic approach to work • Ability to develop good relationships with all members of the school community • Enthusiasm for the subject • A commitment to the vision of the school • High standards and expectations • Outstanding communication skills • Reliability and integrity • A commitment to safeguarding and promoting the welfare of young people • A commitment to personal and professional development

Sorry but CV's will not be accepted.

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy [here](#).



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