



De La Salle College



Teacher of Business/Economics

Required for January 2027



Dear Applicant,

Thank you for your interest in the position of Teacher of Business & Economics at De La Salle College, Jersey.

Economics is offered as a GCSE option subject, whilst Business Studies is delivered as a BTEC qualification in the Sixth Form. The successful candidate will join a successful faculty, benefit from strong professional support and is expected to make a significant contribution to the life of the school.

At the heart of a Lasallian education is the belief that education is transformational. Whilst qualifications matter, we want our students to leave us with something far more enduring: a strong sense of purpose, an understanding of their responsibilities to others and the confidence to make a positive contribution to society. Rooted in values that have guided education for centuries, yet remain as relevant today as ever, we seek to help our young people grow into men of character, compassion and conviction. Our teachers are central to this mission. Through the relationships they build, the standards they set and the care they show, they accompany our students as they grow and flourish. Whilst De La Salle College, Jersey is a Catholic school, we warmly welcome colleagues of all faiths and none who share our commitment to serving young people and helping every student realise their potential.

As Headteacher, I often reflect on what makes De La Salle College, Jersey such a special place to learn and work. Time and again, I am struck by the warmth of our community, the ambition of our students and the unwavering commitment of our staff. Whilst we are rightly proud of our academic achievements, we place equal importance on developing character, nurturing talents and providing opportunities that enable young people to flourish beyond the classroom.

Being part of our 3-18 College also means belonging to something much larger than our own school community. We are part of a global network of Lasallian schools and educators united by a shared commitment to high-quality, values-driven education and the belief that every young person deserves the opportunity to flourish.

Our ISI inspection recognised the exceptional quality of education provided across the school. By joining De La Salle College, you become far more than a subject teacher; you become part of a community that learns together, supports one another and shares a common sense of purpose.

Thank you for considering this opportunity. I hope you will be inspired to apply and become part of our thriving through school.

Kind regards,

Nicholas Belcher

Headteacher



Our Ethos is very important to us and we believe it makes us unique. The young men we nurture are outstanding ambassadors for the younger generation and invaluable contributors to the local community.

The Ethos of the school creates our strong sense of community:

- Our culture is one of caring for others;
- reaching for excellence by trying one's best;
- and recognising that success can be measured academically and in a wide variety of other ways.

De La Salle College is committed to safeguarding and promoting the welfare of the young people in our care and expects all staff to share in this commitment. Our vision statement is an excellent summation of who we are:

"Be happy in the Lord, achieve excellence, one LaSalle- undivided!"

De La Salle College

The School Grounds are set on a hill overlooking the principal town of St Helier. Our College is centred around a beautiful Victorian villa "The Beeches" (see below), that now serves as the main administration block.





The campus has developed on the woodland and lawns of the original estate and comprise buildings from the 1930's to the very recent. Our classrooms are roomy, light and very well-equipped.

We are a very successful single sex boys' day school of 500 students with 100 in the Sixth Form and our own Primary School on the same site which currently has 250 students aged from 3 to 11. De La Salle College is a fee-paying private school. We take boys of all abilities. Although we are a fee-paying school we are part-funded by the States of Jersey, which provides an annual grant per student. This allows our fees to be significantly lower than an equivalent College in the UK.

About Jersey

The Bailiwick of Jersey is a self-governing dependency, and this has implications for its Education system. Schools here operate under Jersey Education Law, which differs from the UK. The College follows the Jersey Curriculum, which is based on the English National Curriculum but with adaptations that recognise Jersey's unique history, geography and political system.

London is only 30 minutes away by air and France is a mere 12 miles to the east. Jersey is a unique place to live and work, particularly if you and your family enjoy an outdoor lifestyle. To find out about living and working in the Island please visit the [Locate Jersey website](#).

Learning

Our public examination results are outstanding, especially when you consider that we do not select on academic ability.

At GCSE 100% of our students gained a GCSE pass grade in at least five of their subjects. 95% of our students achieved 9-4 grades in at least five of their subjects. In the Gold standard (that is five 9-4 grades including English and Maths) our performance was 89%.

The Curriculum

The curriculum is divided into 30 weekly periods of 55 minutes duration. As you might expect in a faith-based school, our curriculum is unashamedly focused on giving boys the best opportunities to achieve the highest attainment and have a broad subject experience. GCSEs are chosen at the start of Year 9 with a three-year KS4 in operation. This was scrutinised by ISI in 2022 and they agreed with our view that this model best suited our students. KS4 students' study five options. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for Level 3 studies. Students are taught skills and knowledge beyond the requirements of the GCSE specifications



Staff Development

Our colleagues are our most valued resource. The majority of DLS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in department or faculty groups with similar subjects grouped together. Most staff are House tutors. Recent appointments have included two early career teachers and a teacher with 25 years' experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown. House tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of House lead a team of tutors and our House groups are based around our fabulous House system. Attendance settles annually at around 97% across DLS and staff work together to ensure absences are challenged in line with our attendance policy. There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years. Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular.

This is a full-time permanent position from 1st January 2027

The Department:

There is a dedicated Economics classroom within the Maths and Economics building. The classroom has the provision of an interactive TV and cameras for practical demonstrations. Visitors to the school often comment on the excellent facilities and their upkeep. KS4 begins in Year 9 with all students taking core subjects such as RS, Science, Maths & English.



The role of the Teacher of Economics & Business studies

Core Role

- ⇒ To deliver Economics & Business Studies with due regard to curriculum intent, implementation and impact including assessment and evaluation
- ⇒ Further subject knowledge and willingness to teach in other areas within the faculty or in other departments would be desirable
- ⇒ To promote the development of the school

Responsible To:

Head of Maths & Economics Faculty

Leadership & Management

- ⇒ To help the HOF to foster a positive culture through engagement, innovation & enthusiasm.
- ⇒ To oversee aspects of teaching and learning across the faculty in line with the School's T&L policy and model best practice.
- ⇒ To support the HOF to implement a range of self-evaluation strategies, in line with school policy, to ensure the consistency of / sharing of best practice and evaluation of progress and student outcomes.
- ⇒ To help to prepare and maintain reasonable documentation ahead of ISI inspection in conjunction with the senior leadership team.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.

Teaching & Learning

- ⇒ To support the HOF in monitoring standards of professional practice within the faculty.
- ⇒ To manage and facilitate student learning through effective teaching in accordance with the faculty's schemes of work and policies.
- ⇒ To work with the HOF to apply the school's T&L focus within the faculty.
- ⇒ To support the HOF in setting high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement and manage any behavioural incidents within the faculty to enable all students and staff to feel safe and secure.
- ⇒ To enhance the learning environment by ensuring displays are updated at least annually in conjunction with support staff

Monitoring, Assessing & Reporting

- ⇒ To support the HoF with all aspects of subject/ faculty.



⇒ To take a keen interest in tracking student progress to inform future teaching and curricular development.

Curriculum Intent & Subject Knowledge

- ⇒ To take responsibility for the development of Economics/Business with the aim of ensuring high standards of student progress and attainment.
- ⇒ To have a thorough knowledge and understanding of Economics/Business courses.
- ⇒ To understand how appropriate transition can occur between KS4 and KS5.
- ⇒ To fully uphold the national expectations for school staff in safeguarding the students in your care; including attending all relevant training.
- ⇒ To meet all aspects of the job description for teachers at the school.
- ⇒ To model professional standards such as punctuality, attendance, dress and respect to students and staff at all times.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable within national limits.
- ⇒ To co-operate with the employer in all matters concerning Health and Safety.
- ⇒ To support all the School's policies.
- ⇒ To establish effective working relationships with colleagues irrespective of their/your role.
- ⇒ To be involved in extra-curricular activities such as contributing to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and Keeping Children Safe in Education.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare, when required.
- ⇒ To be aware of the role of the Governing Body of and to support it in executing its duties.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- ⇒ To undertake the role of House Tutor
- ⇒ Any other reasonable task as directed by the Headteacher.



Attributes we seek

Area	Essential	Desirable
Qualifications	i. Strong A-level results ii. Degree in Economics/Business or related subject. iii. QTS/PGCE or other route into teaching	iv. First/2:1 degree result v. Additional qualifications relevant to post
Experience	i. Successful teaching in current school/teaching practise. ii. Teaching/teaching practise Economics/Business iii. Recent CPD or relevant training iv. Involvement in extra-curricular activities and/or wider school life	v. Teaching in a high achieving school vi. Teaching in an good/outstanding school vii. Working in a faculty viii. Interest in leading trips/visits to revision conferences / places of interest etc.
Knowledge & Skills	i. Knowledge of current Economics/Business specifications, outcome trends, past papers and examiner reports. ii. Knowledge of best practice in assessment iii. Ability to stretch and challenge boys. iv. Well-read with awareness of recent academic research (e.g. for higher education)	v. Knowledge of Computing specifications used at DLS
Qualities	i. Belief in sustaining high standards of excellence. ii. Team player within a faculty and house/year pastoral team. iii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives. iv. Willingness to support students as House tutor. v. High standards in dress, attendance and punctuality. vi. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. vii. Sense of Humour	viii. Knowledge of issues facing boys in a single-sex, high achieving environment ix. Understanding of working and teaching in a Catholic/faith school. x. Understanding and experience of the Lasallian vision of education would be an advantage but is not essential so long as the candidate is willing to be committed to it.



What next?

Please complete the DLS application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. A personal supporting statement showing an understanding of our school is preferable to a generic letter of application. DLS is an equal opportunities employer.

We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race or religion. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad and online name/profile searches for shortlisted candidates.

Informal discussions about the post can be arranged. Email collegedirector@dls-jersey.co.uk to arrange. These can be in-person or online via Teams. Visits to the school may be possible.

Completed Application Forms should be returned to the College for the attention of the College Director at collegedirector@dls-jersey.co.uk by **noon on Monday 12th October 2026**. Interviews will take place shortly after this deadline. Referees must include your current or most recent Headteacher.

CVs are unnecessary and will not be accepted.

We wish you every success and thank you for your application

APPENDIX A

STAFF DUTIES

Teachers duties

The following provides a definition of the Teachers' Task and are in addition to the specific duties of the Head of Department:

1. Teach effectively to meet the needs of all pupils and to ensure discipline and safety within the school community.
2. Plan, prepare, evaluate and modify as necessary personal teaching methods, work programmes and teaching materials.
3. Mark and maintain records of pupils' work.
4. Promote the general progress and welfare of pupils in classes and groups or individually as part of the school's pastoral and counselling arrangements.
5. Assess and record pupils' personal and social needs, development, progress and attainment.
6. Provide or contribute to oral or written assessments and report on individual pupils and groups; consult and inform parents, co-operate with outside agencies in accordance with school policies
7. Contribute to and participate in corporate planning, self-evaluation, INSET and professional development in assigned areas of the curriculum and pastoral arrangements, participate in related staff meetings and school events.
8. Advise colleagues, co-operate with them on teaching programmes, methods, equipment and materials within assigned areas of the curriculum ensuring that appropriate administrative tasks are undertaken.
9. Contribute and participate in the school's pastoral, tutorial and guidance arrangements and undertake an appropriate share of the organisation and conduct of parental consultation and staff meetings.
10. Contribute as required to the appointment, induction, professional development and assessment of junior colleagues, including new entrants to teaching.
11. Accept an appropriate share of the administrative and organisational tasks within the school, including providing support for teachers, undertaking additional curriculum or pastoral responsibilities or holding senior posts.
12. Ensure the safety and good order of pupils by carrying out an appropriate share of supervisions whenever pupils are authorised to be on school premises or elsewhere when the school is in session.
13. Undertaking an appropriate share of all collective responsibilities including substitution for an absent colleague.
14. Supervise support staff as required.
15. Order and allocate appropriate equipment and materials in accordance with school policies and schemes.

For the MPS teacher, the programme of formal meetings must not exceed 90 hours in a school year outside of times when the school is in session. Teachers on the MPS will not normally be expected to attend such activities in excess of 2.5 hours per week. The programme of meetings shall be arranged in order that a member of staff is not required to attend more than one activity on any one evening.

All teachers are required to undertake supervision duties immediately prior to or following the school day and during breaks, but not at lunch times. These duties must not exceed 80 hours in the school year

All teachers are entitled to non-contact time equivalent to 10% of the school week or a minimum of 3 lessons each week.