BOOTHAM
SCHOOL
AGES 3-18

WINNER 2024
INDEPENDENT SCHOOLS OF THE YEAR
·AWARDS·

Recruitment of

HEAD OF DEPARTMENT
(ECONOMICS AND BUSINESS)

BOOTHAM SCHOOL, YORK

FROM SEPTEMBER 2026



WELCOME FROM THE HEAD

Thank you for taking the time to consider applying for this role at Bootham.

Bootham is an extraordinary place – different from many independent schools in its relaxed, liberal ethos which nonetheless sees staff and students working purposefully with the highest academic ambitions.

The Quaker tradition underpins all we do, with simplicity, truth, equality, peace and sustainability as our core values. through Students are urged to 'let their lives speak' – to take what they learn and give back to the community our Social Action programme.

Joining Bootham will see you become part of an exceptional team of staff, all of whom are committed to the wellbeing of every student, supporting and challenging them to be the best they can be in their academic studies and in all aspects of life.

Applicants who can offer something beyond the academic life of the school are particularly welcome. Opportunities exist to get involved in sport, music and drama; to participate in some of many trips around the UK and overseas; and to run (or lead) one of our hundred or so activities.

Deneal Smith

Head





ECONOMICS AND BUSINESS DEPARTMENT

Economics and Business at Bootham are two of our most popular A-level subjects. In addition to the head of department we currently have one other part-time member of staff. Students choosing either one of these A levels are expected to have a good grounding in Mathematics and English at GCSE.

Recruitment into the Sixth Form years, known at Bootham as 'College', is strong. You should expect to have classes which are partly home grown, partly newly recruited to the school, and with our boarding community adding a diverse range of different nationalities to the mix. This breeds an environment where the subjects can be discussed at both the domestic and international level.

There is scope for members of the department (including the head of department) to become involved in the school's high-performance pathways - supporting project work for ambitious students prior to their A-levels, as well as the EPQ and academic skills programmes for College students. Educating GCSE students about the economics and business programmes to help them with their A-level option choices is an increasingly important aspect as they consider these two subjects which will be completely new to them. Students in Year 10 are able to enjoy taster courses in Economics & Business; Politics and Psychology as part of the school's innovative 'Let Your Life Speak programme.' Your role within this programme would be to deliver the economics & business lessons; to support the lecture series with which LYLS starts; and to oversee those mini-projects in the summer term which related to economics / business.

We would also anticipate input into the economic element of the school's PSHE programme.

Each year many students apply for university courses with a significant business or economics component, and involvement in the university application process is a very important aspect of this role.

As a city, York is home to the Independent State School Partnership (ISSP) which has been the model for similar projects around the country. There are opportunities for the Economics and Business department to develop enrichment programmes for KS3 and KS4 students at Bootham and our partner schools that would bring benefit to all involved.

The department has two spacious and well-equipped classrooms in the heart of the school.

THE PERSON SPECIFICATION

	Essential	Desirable
Good honours degree in Economics or Business or equivalent	✓	
Qualified Teacher status		✓
Experience of teaching Economics and Business at A Level	✓	
Evidence of continuous INSET and commitment to further professional development		✓
Knowledge and understanding of - Providing effectively for the individual needs of all children - classroom organising and learning strategies - Curriculum requirements at the appropriate age - Monitoring, assessment, recording and reporting of pupils' progress - The statutory requirements of legislation concerning SEND an safeguarding children	✓	
Emotional intelligence in building and maintaining quality relationships	✓	

THE PERSON SPECIFICATION CONTINUED

	Essential	Desirable
Develop strategies for creating community links	✓	
Experience of working in a boarding setting		✓
The teacher will be able to		
- Promote Bootham's aims positively, and use effective strategies to monitor motivation and morale		
- Develop good personal relationships within a team	✓	
- Establish and develop close relationships with parents, governors and the community		
- Communicate effectively (both orally and in writing) to a variety of audiences		
- Create a happy, challenging and effective learning environment		
Willingness to contribute to whole-school initiatives and extra curricular activities	✓	
Personal characteristics		
- Although not necessarily a Quaker, has a sound appreciation of, and sympathy with, the Quaker ethos and how it enhances teaching		
- You will be organised, resourceful, an excellent timekeeper, approachable, committed, empathetic and enthusiastic	✓	
- You will have a sense of humour and the ability to make learning enjoyable		
- Be patient and resourceful, seeking to work in partnership with parents		

BENEFITS AND SALARY

Bootham School has its own salary scale and pay policy. The full time equivalent starting salary on the Bootham teaching scale will be dependent on experience and skills, up to £49,575. with an RA 6 of up to £5,843. There are opportunities for additional paid responsibilities. In addition we offer:-

- Lovely working environment close to York Minster and the historic city centre of York
- Longer holidays than state sector
- Excellent lunches and refreshments provided free of charge
- Generous school fee discount for staff children
- A strong commitment to support staff professionally and personally
- Free (voluntary!) annual flu jab
- Free, year-round on-site parking
- A friendly, supportive and inclusive staff room
- An employee assistance programme for staff and immediate family
- Relatively small classes of lovely students who want to engage and learn
- Well-resourced classrooms
- A generous proportion of non-contact time
- Bootham School pension scheme or TPS
- Salary sacrifice opportunity to assist in bicycle purchase (plus covered, secure bike sheds to park them in)
- Payment of professional subscriptions to approved professional institutions
- Use of fitness suite and swimming pool
- Electric vehicle charging points







THE APPLICATION PROCESS AND TIMETABLE

Please see the 'Instructions for Completing the Application Form' and our Safer Recruitment Policy for more information regarding our processes https://www.boothamschool.com/vacancies/

Application forms can be downloaded from: https://www.boothamschool.com/vacancies/

Completed application forms should be returned to: recruitment@boothamschool.com

Closing date for applications:
25 February 2026

Interviews are scheduled for:
4 March 2026

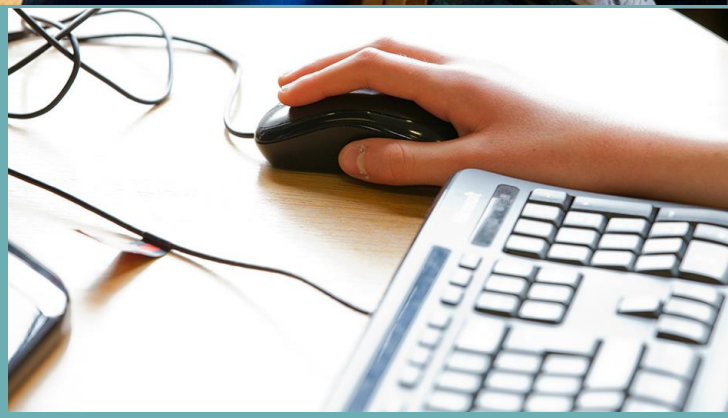
For further information regarding the role please contact Deneal Smith, Head – office@boothamschool.com
+44 (0)1904 623261

For further information regarding the recruitment process contact Alison Paterson, HR Manager – alison.paterson@boothamschool.com
+44 (0)1904 683745

To find out more about Bootham School please visit our website at: www.boothamschool.com

Bootham is committed to safeguarding and promoting the welfare of children and young people and any offer of employment is subject to an Enhanced Disclosure check (DBS) and other satisfactory safeguarding checks including references and social media checks.





HEAD OF AN ACADEMIC DEPARTMENT

As Head of an academic department you will have responsibility for all aspects of the management, support and professional development of the members of your department in addition to your own teaching responsibilities. Your team will look to you to inspire and facilitate the best possible teaching and learning outcomes, helping Bootham to achieve its goals and vision as your play a key role in developing and implementing whole school initiatives. You will of course have support from senior colleagues including a dedicated member of LM (Leadership Meeting), the Deputy Head (Academic) for teaching and on the support side the Bursar, to assist you with budgeting.

Leadership of the department

- Preparing and updating a development plan in line with the school plans and department data
- Developing and supporting colleagues
- Managing budgets within financial systems
- Assisting with the recruitment of departmental staff
- Maintaining a passion for your subject amongst students
- Engaging with and implementing evidence based practice
- Analysing departmental data and adapting plans in response

Learning and Teaching

- Developing departmental schemes of work
- Continuous development of your own disciplinary knowledge
- Identifying, implementing and evaluating opportunities for intervention
- Responding to exam board changes
- Assessing and providing feedback in a wide range of ways, including setting internal tests and exams
- Developing a range of learning resources

Professional Development

- Inducting, supporting and developing new members of the department; developing the skills of all team members
- Holding regular departmental meetings to promote learning and student engagement
- Conducting an annual Professional Development Review with each member of the department
- Delegating tasks appropriately to team members
- Conducting learning walks on a regular basis

Whole School Responsibilities

- Contributing to Heads of Department meetings
- Effective whole school communication
- Providing materials, marking and interviews for candidates seeking entry to the school
- Liaising with colleagues at Bootham Junior School
- Communicating with Committee (the Governors)

Premises and Trips Responsibilities

- Developing displays in departmental areas
- Arranging external visits, invitations to speakers, and other extra-curricular activities as appropriate
- Undertaking risk assessments as required and maintaining good health and safety practices with the department and externally

ABOUT OUR SCHOOL

Founded by local Quakers in 1823 to educate their sons, Bootham is now a coeducational day and boarding school for students aged 2 – 19 in the centre of York. There are currently around 650 students at our junior and senior schools who, together with over 200 teaching and support staff, make up the Bootham Community.

The senior school is housed on Bootham, very close to the ancient city walls and Bootham Bar, a stone's throw from the Minster. Buildings range from elegant eighteenth and nineteenth century town houses along Bootham, to a stunning Arts Centre. At the heart of the school – geographically and spiritually – is the award winning 'brutalist' 1960s meeting hall, where we meet for Quaker worship at least three times per week. Although a prime city centre site, the grounds are extensive and the overall impression created is one of space, calm and style; an oasis from the city outside.

Approximately 100 students live in our boarding houses, and comprise full, flexi and occasional boarders from at least 14 nationalities. While boarders are fully integrated into the daily pastoral structures of the school, the fact that we are a boarding school shapes the pace, structure and many of the priorities of the school's life. Boarding adds a richness and diversity to the community from which we all benefit.

Bootham is part of a community of nine Quaker schools in the United Kingdom and Ireland and many more worldwide. The schools in the British Isles collaborate together closely in a number of ways.





THE CURRICULUM

We pursue an unashamedly academic programme of study which nonetheless prizes the performing and creative arts, for example, equally with the more supposedly 'traditional' subjects.

Students study a broad programme in Schoolrooms (Years 7-9), and then choose nine GCSE subjects in Seniors (Years 10-11), although this can be tailored for those who need it to be, such as boarders getting to grips with the English Language. The College (Years 12-13) programme permits those students who can cope with it to pursue 4 A levels, the standard is 3 A levels plus an EPQ.

Despite the fact that we are only mildly selective by ability, the school contains many very able students. Students with additional needs are well supported and often go on to become high performers.

Typically 90% of students obtain firm or insurance offers at a range of institutions. 75% of those applying to university gained a place on their first choice course, with a further 13% securing their insurance offer. These included a wide range of courses and venues including Oxford, Cambridge, LSE, Central St Martin's, Imperial, Durham, Bath, Royal Vet College, Bristol, Warwick, Queen's Belfast, Leeds College of Art, Royal Academy of Music, UCL, Nottingham, Newcastle, Manchester and universities in Europe, North America and Hong Kong.





PASTORAL CARE & CO-CURRICULAR OPPORTUNITIES

Life beyond the classroom is really well catered for. The extraordinarily varied Bootham Challenge programme offers all age groups an almost bewildering range of activities both after school every evening, at weekends and during holidays.

Students can gain their Bootham Challenge award for their participation in these activities; achievements and pastimes outside school contribute to that, too. For a small school, the sports programme is strong and varied but isn't considered more important than drama, outdoor pursuits, creative arts and music for example; indeed the school has a particularly strong musical and dramatic tradition. Trips to parts far and near are frequent and purposeful!

Pastoral care is a strong suit of Bootham (as we hope could be expected from a Quaker school). Small tutor groups, supervised by Heads of Year, provide daily care, and our on-site medical centre looks after all the health needs of boarders and provides some support for day students and staff, including the services of a school counsellor.





BOOTHAM AIMS AND VALUES

In pursuing our vision and in seeking to promote the purpose of a Bootham Education we set ourselves the following aims:

- To continue to grow and further develop a thriving community that reflects Quaker principles and practices, helping each individual to grow to recognise and develop 'that of God' in themselves and in other people
- To help all students to become the best person that each can be and to achieve the best of which each is capable ·
- To promote habits of hard work, self-regulating and the meeting of high standards of personal conduct in all aspects of work and relationships. We aim to develop our students into genuinely good people who are reflective, who seek truth and light, and whose lives speak with integrity of positive, pro-social values ·
- To promote kindness, a questioning spirit, humility, and a deep sense of social responsibility, as well as both the courage and confidence to speak up, and to work to build a better world
- As staff, to model to our young people the qualities and values that we aspire for them to hold, and to do so with patience but in the expectation of high standards, seeking for – and helping them to seek for – 'that of God' within them
- As an employer, to provide a stimulating, fair and supportive working environment in which all employees understand the role they play in building a better world and know that they are valued for playing it

At Bootham School we value particularly an approach to our community from all who work and learn here which:

- looks for, responds to and works hard to draw out 'that of God' in others and in themselves
- seeks to make a positive contribution to the Bootham community and shows respect for its Quaker values, practices and heritage
- speaks with integrity of a straightforward, kind, caring and unquestioningly respectful approach to others
- is wholehearted, demonstrating commitment both to being the best that they can be and to the hard work needed in rising to the challenge of high standards and high expectations
- speaks truth, placing honesty in all things as a priority and is able to resolve conflict peacefully
- is ambitious to improve the world for others – near and far – in whatever ways they can.



LIVING AND WORKING IN YORK

York is a city with a rich history dating back to Roman times. It is known for its well-preserved medieval architecture, including the iconic York Minster, the city walls, and the Shambles.

The city has a vibrant cultural scene with many museums, galleries, theatres, and festivals throughout the year. Whether you enjoy exploring historical artefacts or attending contemporary art exhibitions, York offers a diverse range of cultural experiences. The city has a strong community spirit, and residents take pride in their local identity.

York consistently ranks high in quality of life surveys. It is a relatively small city compared to others in the UK. Known for its green spaces, parks, and the picturesque River Ouse, the Dales, Moors and Coast are all within easy reach.

The city's educational institutions from primary to tertiary level are well-regarded, and the presence of universities contributes to a dynamic and intellectually stimulating environment.

York's central location in the UK makes it well-connected by rail and road. The city's railway station is a major hub, providing easy access to other major UK and international cities.





THE OPPORTUNITY

Bootham is in many ways a rather special school. Working here might particularly suit and stimulate you if much of the following resonates with you or attracts you! We believe you would fit well here if:

- however important you consider academic results to be, people and relationships are much more important to you
- you believe good relationships are the most important foundation for successful teaching, effective learning and good leadership
- you flourish in the company of young people and those who have dedicated themselves to developing them
- you love your subject and are passionate about the focus of the responsibility that you have applied for
- you prize kindness, rigour, compassion and challenge in equal measure in approach to student welfare, behaviour and progress
- you practise what you preach and model what you want students to value most about their lives and education
- you have high expectations of yourself and the young people you will work with, but also possess a healthy scepticism about the worth of striving for perfection
- you are also healthily sceptical about the primacy of public exam results as both the goal of education and the best measure of its success, despite your proven ability to help young people to achieve great grades
- you are driven to identify and help others discover that which is unique, of most value and 'of God' in each member of our community, as well as in yourself
- although not necessarily a Quaker you have a sound appreciation of, and sympathy with the Quaker ethos and how it impacts teaching
- you value silence, stillness and the ability just to 'be' amidst the busyness of school life
- you have looked into the values and practices of the Quaker way, and are open to understand why they can make such a good foundation for an education that is fit for the 21st century
- you believe your calling is to use your skills, knowledge and personality to produce young people who will make an impact on the world for good
- you can cope with well-intentioned but robust challenge from students, colleagues and, at times, parents
- you are looking to work in a school that will challenge the educational status quo rather than blindly support it, and seek to use its independence to do so
- you can approach your work knowing that long school holidays provide the necessary balance for intensive hard work during term time.





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