



THE **Leys**
CAMBRIDGE

HEAD OF BUSINESS
STUDIES

candidate information

Head's *introduction*

At The Leys, we believe that school is not simply a preparation for life – it is life. That's why we aim to make every pupil's experience here rich with challenge, choice and opportunity. School should be a place of growth and discovery, where young people are encouraged to flourish emotionally, intellectually and socially. It's not a rehearsal for the future – it's a vital and vibrant part of the journey.

Founded in 1875 by the Methodist Conference, The Leys is the only co-educational boarding and day school in Cambridge. We are proud of our heritage, and we continue to uphold values such as kindness, courtesy, respect and integrity. But we are also a forward-thinking school, preparing young people for a world that is constantly evolving. Our location in the heart of one of the world's most dynamic academic and cultural cities gives us a unique advantage – Cambridge is not just where we are, it's part of who we are.

With around 570 pupils, The Leys offers an exceptional breadth of opportunity – from academic excellence to creative, sporting and leadership pursuits. At the same time, our scale allows us to know each pupil as an individual. This strong sense of community and personal attention is central to our ethos. It builds confidence – not just in the classroom, but in every aspect of school life. And that confidence, nurtured in a supportive and ambitious environment, is one of the most powerful gifts we can give our pupils.

I hope this pack gives you a sense of what makes The Leys so special, and we look forward to receiving your application.



Clare Ives
Head

Head of Business Studies

Emploment Status	Permanent, Full or Part time
Salary	Competitive
Closing Date for Applications	24 April 2026 (09.00)
Interview Date(s)	05/06 May 2026



This is an exciting opportunity for an outstanding teacher to lead our popular and successful Business Department with effect from September 2026.

It is expected that the appointee will be an excellent classroom practitioner who has the ability to engage and inspire students whilst developing a love of learning. The successful candidate will teach A Level Business to highly able pupils in the Upper and Lower Sixth. It is expected that the appointee will be a creative and engaging teacher and leader who wishes to challenge pupils to think critically, relate their studies to contemporary issues, and stretch their learning beyond the classroom. He/she will be expected to give the department dynamic and creative leadership, and will have the ability to motivate and support colleagues.

This is an exciting opportunity to join a highly successful and well-resourced department that is embracing new developments and technology in the subject, and for an individual to teach bright and engaging young adults who are keen to participate and learn. We are seeking an individual who will actively promote business across the school, motivating children in all year groups to engage with business and entrepreneurship, and championing the study of the subject at A Level. This post would a teacher seeking their first position of responsibility or an experienced Head of Department looking for a new setting: you will be joining a wonderful team of colleagues who all love their subject and are committed to supporting new colleagues to settle into our fantastic school.

The successful candidate will predominantly teach A Level Business, and there is the scope to also teach A Level Economics for a suitably equipped individual. The successful candidate will be expected to participate fully in the School's extensive pastoral and wider-curricular programme. This role would suit a candidate looking for a minimum of 4 days work a week (approximately 0.7 FTE), up to Full Time.



Welcome to *The Leys*



Life at The Leys

The Leys is a co-educational boarding and day school for pupils aged between 11 and 18. Set in the heart of the beautiful and stimulating city of Cambridge, one of the world's leading cultural and academic centres, The Leys' unique location allows pupils unrivalled access to the vast array of cultural and educational opportunities that Cambridge has to offer.

Established in 1875, The Leys values its history, yet it blends traditional values – courtesy, tolerance, respect, decency – with a forward and outward-looking approach to education. Dedicated staff and superb facilities combine powerfully to prepare young people for the challenges which lie ahead at university and beyond.

The Leys is a close-knit, engaged, friendly community of around 550 pupils in which pastoral care is seen as the top priority. Indeed, our [2025 ISI report](#) identified our school culture and the strength of our community as a **significant strength**. Academic value-added is impressive and the breadth of the wider curriculum is renowned. The School caters for Boarding, Home Boarding and Day pupils but, with 70% of pupils accommodated in boarding houses, boarding is absolutely central to the ethos of the School and all pupils benefit from the vibrancy and structure which this provides.

Purpose

The Purpose of The Leys is to play our part in changing the world for the better.

We do this by making a positive difference to the lives, values and prospects of Leysians, by being professional, caring and rewarding in developing and managing our staff, by being a responsive and trusted partner to our parents, and by making a beneficial and sustainable contribution to the wider community

By foundation and structure, The Leys is a boarding community. We also place great value on being a “big, small school” embedded in the heart of Cambridge, and on giving Leysians a rich and rewarding academic and wider school experience – one they find valuable both intrinsically and in preparing for their futures. We seek, in the spirit of our Methodist founders and our Christian values, to send Leysians out into the world ready – academically, culturally, morally, physically, spiritually and socially – to live fulfilling lives which will make a positive contribution to society.

In order to achieve our Purpose, we aim to deliver an education which is built on three foundation stones: pastoral, academic and wider curricular. Whilst interconnected, ‘pastoral’ is accepted as pre-eminent, because pupils who feel supported and confident are able to flourish in all areas of the life of the school. Our teaching staff body all contribute to all three pillars of Leys School life, thus we all work together to ensure our pupils develop into happy, confident and well-rounded individuals ready to leave school and find their place in the world.

Pastoral Care

Pastoral Care is at the heart of what we do. We know that wellbeing is crucial to success in wider school life, and we all work together as a community to ensure that each pupil flourishes in school, feeling nurtured, supported and happy. Our House structure is central to this: all pupils are a member of a House throughout their time in school. Year 7 and 8 pupils are members of our junior house, Moulton, and then pupils in Year 9 and above join one of the eight boarding or three day houses. The vertical arrangement in the senior houses creates opportunity for pupils to support each other, and the houses are staffed with a Housemaster or Housemistress (HSM), an Assistant HSM, a Matron and a team of teaching staff. Pupils also have a tutor, who supports them with their wellbeing, academic progress and wider curricular involvement as they progress through the school. All staff are expected to contribute to our pastoral support of pupils, through tutoring, supporting the teaching of PHSE and undertaking weekly house duties.



Wider Curriculum

The Wider Curriculum is an integral part of the school week for all pupils and staff, with a significant amount of time in the afternoons and early evenings devoted to it. In their time at The Leys, pupils are actively encouraged to experience a broad range of activities that will bring them a wide range of benefits; activities in which they find enjoyment and fun whilst developing skills, personal qualities and attitudes that are transferable to other areas of their life at school and beyond.

The Leys' Personal Development and Leadership programme (PDL) for pupils in Year 10 and above ensures that all pupils develop leadership, broaden their horizons and collaborate with their peers on projects, often trying to solve contemporary problems. Through our outstanding sporting, music and drama provision, pupils develop as confident and well-rounded young men and women, ready for life beyond school. Our broad and varied after school activities programme enables pupils to develop their interests, skills and strengths. Through this we aim to complement the pastoral and academic pillars of an all-round Leysian education alongside boosting the physical and mental well-being of all involved in the wider curriculum. All staff contribute to our extensive wider curriculum programme through involvement in games, PDL, outdoor education, and a wide range of clubs and activities.

Teaching and Learning

Education is about so much more than passing exams, and at The Leys pupils are encouraged to develop an understanding of their own learning, find their passions, curiosity, and develop a lifelong appetite for knowledge.

Pupils are supported in their learning by excellent teaching both inside and outside of the classroom, with academic enrichment and extension embedded into the culture of the school. We understand that teachers are individuals and that they will have their own ways of expressing their passion and interest in their subjects. The 2025 ISI comment that we have a "highly inclusive environment, which supports pupils to become exceptionally thoughtful and considerate citizens." sums up the impact of that individuality. That said, we know that aspects change within education, and we just completed an exciting transition from Google Classroom to Microsoft Teams and OneNote. Pupils and staff all have a digital device, and pupils are used to working digitally as well as on paper.

Academic Attainment at The Leys is outstanding. This summer, the school achieved its best academic results on record at GCSE and close to best at A Level, placing us 67th in the Times Parent Power Rankings for independent schools nationally, and 84th for all schools. At GCSE 86% of all grades awarded were 9, 8 or 7, and 38% were graded 9, and at A Level 85% of results were grade A*-B. The School uses value added as an important measure of success and we are delighted that all our 2025 public examination results demonstrate that we added significant value to our pupils' academic attainment compared to similar schools: a testament to the hard work and dedication of both staff and pupils.





General Teacher Expectations

The Leys is a traditional boarding school, and we have lessons running across 6 days each week. Lessons happen on a Saturday morning until 11:50am, and the afternoon is filled with sporting activity including fixtures.

Teachers at the Leys are expected to contribute to all three of the School's Pillars: Pastoral, Academic and Wider Curriculum. Pastoral contributions take the form of tutoring, house duties and teaching PHSE whilst the wider curriculum includes games, PDL, outdoor education and clubs and activities. House duties vary depending on the type of house: day house duties involve breaktime, lunchtime and afternoon/after school supervision whilst boarding house duties involve working with pupils in the evenings. Staff also support the day to day running of the School through involvement in school duties, on a rota basis.

We know that working in a boarding school is busy! Our staff feel this is undoubtedly worth it for the reward gained from the wider interactions they have with pupils, coming to know each child as an individual, not just as a pupil in the classroom. We work with our teachers to harness their strengths and passions both inside and outside of the classroom, so that there is joy for all of us in what we do. In addition, class sizes at The Leys are typically no larger than 24, and are often much smaller, particularly in Years 7 and 8 and the Sixth Form. Teaching allocations are lower than in state and day schools, to account for the involvement in the wider life of the school. Saturday lesson time is 'paid back' through shorter term lengths, and thus longer school holidays. Finally, four Leave Weekends spaced throughout the year provide the entire school community with some additional rest and relaxation.



The Post

The Business Department

The Business Department is housed in the Kelvin Building where Business and Economics share three well-equipped classrooms. Classes are typically 8 – 12 pupils in size, with a maximum class size of 16.

Both subjects are popular at A level and with over 100 pupils being taught in the Sixth Form across the two subjects. Results are excellent: this year 57.1% of Business grades were A*-A, and 76.2% were A*-B, while 58.3% of Economics grades were A* or A, and 91.7% were A*-B. Many pupils go on to read Business or Economics-related undergraduate degree courses at Russell group universities, including Oxford and Cambridge.

Pupils have 7.5 lessons (40 minutes) each week and this is divided between the teachers in the department according to their specialism. We follow the AQA syllabus for both subjects. For Business, this is the AQA (7132) syllabus.

This role is a new post as over recent years, Business and Economics have run as one department, with a Head of Economics and Business and a Business lead. This appointment replaces the Business Lead and represents an exciting change in emphasis for Business, giving it the position within the curriculum it deserves, and providing the time and mandate for the appointee to really make Business stand out as an excellent subject choice for our pupils. This is an exciting time to lead the subject, with the introduction of the new syllabus from September giving the appointee scope to design and implement an engaging, modern and innovative curriculum for business students.

The two departments will continue to collaborate closely together, sharing some teachers, classrooms and an office space, and also sharing some of the extra-curricular extension activities. There is scope and support for the incoming Head of Department to make their mark on our wider curriculum by extending the academic supra-curriculum opportunities on offer.

Job Description

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

The term Head of Department applies to appointed postholders who have responsibility for an academic department. The Head of Business Studies is responsible to the Deputy Head (Academic).

The primary role of the Head of an Academic Department is to provide strong academic leadership and management of the department. All Heads of Department are expected to perform the duties of a teacher in addition to managing their department.

The Head of Department is required to lead, manage, and develop the department to ensure it achieves the highest possible standards of excellence in all its activities. They will be supported by SMT, by colleagues from within the department, and support departments.

All Heads of Department are required to exercise leadership, demonstrate vision, and empower others in order to deliver the agreed departmental strategy. It is recognised that the methods by which Heads of Department carry out their duties and the extent of delegation, will depend on such factors as the size and nature of the Departments and the personal approach of the individual Head of Department.

The HoD has the following responsibilities:

- Ensure high quality teaching and learning within the department including undertaking regular learning observations.
- Organisation, promotion, efficiency, and success of the department in line with school strategic plans and direction.
- Planning the curriculum, maintaining up-to-date Schemes of Work, and selecting appropriate syllabuses and specifications.
- Advising on staff needs and teacher allocation.
- Advising on staff appointments into the department.
- Inducting new members of staff into the department.
- Advising on teaching objectives, and supporting, performance and development of departmental colleagues. This may include CPD recommendations.
- Complete regular book and marking audits within the department.
- Advising on expenditure, especially regarding new development.
- Ensure a safe and healthy environment for both staff and pupils, and full compliance with health and safety requirements.
- Ensure department documentation is up to date.
- To bear in mind the Christian ethos that underpins the life of the school community and bring its values into the classroom.

Job Description continued:

Teaching Responsibilities:

- To teach pupils within the school.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- To have a clear knowledge of the individuals in their class and differentiate accordingly. This should mean both their individual learning needs as well as their individual personality
- To plan lessons clearly and within the departmental scheme of work.
- To mark work regularly and promptly, in line with departmental and school marking policies and review, monitor, and keep clear and full records of pupils' progress.
- To insist upon high levels of behaviour and respect for others in the classroom.

The HoD has the following responsibilities to the department and colleagues:

- To be a subject expert who regularly updates their knowledge to stay 'current' in their subject.
- Develop and maintain an academic extension and enrichment programme for the pupils in the department.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- Guiding, supporting, mentoring, and assessing colleagues with a view to their professional development.
- Take initial responsibility for the pastoral care and wellbeing of all department staff.
- Allocation of teaching and department duties and managing staff absences.
- Ensure that staff performance is managed in a timely and appropriate manner consistent with the expectations of The Leys School.
- Make effective use of all staffing resources, including ICT, and seek opportunities for collaboration and joint working with others beyond the department and beyond the School.
- Monitoring of marking, record-keeping, communication, and implementation of Learning Support profiles across the department.
- Chairing weekly department meetings, drawing up agendas and seeing that minutes are completed and shared.
- Monitoring, implementing, and reviewing strategies to improve pupils' performance and progress across all year groups.
- To ensure the best possible pupil experience, through the fulfilment of the School's responsibilities concerning pupils in respect of their admission, instruction, progress, and external examination.
- Creation, marking, and moderation of internal and entry examinations.
- Selecting, ordering, issuing, collecting, and stock-taking of textbooks and equipment.

Safeguarding Responsibilities

- To have read the School's Child Protection Policy and updates to this policy as required by the School.
- To adhere at all times to the School's Child Protection procedures and to undertake responsibility to safeguard pupils.
- To be aware of and adhere to at all times the School's Staff Behaviour and Code of Conduct and confidentiality.
- A duty to report and discuss any concerns about the safety of children and their wellbeing to the Designated Safeguarding Lead (DSL).
- A duty to report any low-level concerns about colleagues to the Designated Safeguarding Lead (DSL).
- To be informed and trained to an appropriate level and to complete mandatory safeguarding training as required by the School.

Person Specification

Criteria	Essential	Desirable
Qualifications	<p>Good honours degree. Relevant teaching experience. Have a very strong academic record and standing. Have a very good understanding of the academic disciplines within the department. Ability to teach to A level.</p>	<p>PGCE, QTS or equivalent teaching qualification Ability to teach Economics</p>
Experience	<p>Capacity to be efficient and organised, flexible, and adaptable to changing circumstances. Ambition, drive, and high expectations. Active in own development and uses personal reflection to learn from experiences. Ability to manage time, prioritise workload, and reliably meet responsibilities. The ability to work in a busy environment and meet deadlines and develop new skills. Be able to develop existing skills and seek advice from a variety of sources. Be willing and able to exercise judgement and take risks.</p>	<p>Experience as a tutor/form teacher. Experience of running extra-curricular clubs/societies. Experience of marking public examinations. Experience of leading a team of peers Ability to teach Further Maths</p>
Skills	<p>Ability to work on your own initiative and as part of a team. Well-developed communication, listening, and interpersonal skills. Ability to motivate pupils to reach their full potential. Ability to manage staff (particularly important for training and development). Ability to deal positively and constructively with pupils, colleagues, and parents at all levels. Have very good ambassadorial and diplomatic skills. Have excellent delegation skills. Have the ability to engage constructively with people. Ability to form professional relationships with children.</p>	<p>Ability to coach a sport. Ability to help with wider curricular activities. Ability to delegate suitable work. Desire to learn from others (both within and outside the department)</p>
Knowledge	<p>Good working knowledge of IT including the Microsoft Office suite. Good digital hygiene. Excellent pedagogical knowledge and skill</p>	

How to *Apply*

How to apply:

If you are interested in applying, please submit a completed application form including one page covering letter addressed to The Head, The Recruitment Team, The Leys School, Cambridge, CB2 7AD (recruitment@theleys.net) by 09.00 am on 24 April 2026. Interviews for this role are anticipated to be held on 05/06 May 2026 although the School reserves the right to call candidates to interview early (and withdraw the advert), and therefore we would encourage an early application.

This role has the opportunity for regular contact with pupils and therefore is exempt from the Rehabilitation of Offenders Act 1974.

By applying for this role, you are consenting to The Leys School storing your personal data. Please read our 'Privacy Notice for Job Applicants' for further details



Benefits

Join us and experience a fulfilling career in an inspiring environment where your growth, wellbeing, and sense of community are our top priorities.

Fee Remission

Generous fee remission (The Leys School and St Faith's), subject to the normal admissions criteria (pro-rata for part-time staff).

Remuneration

Competitive salaries and a choice in excellent pension schemes (including the Teachers' Pension Scheme for our Teaching colleagues) with generous employer contribution. We are proud to be a Living Wage employer.

Meals

Three-course lunch from Monday to Saturday and an evening meal on duty evenings. Our meals are mainly homemade on site using locally sourced ingredients and served in the beautiful and newly renovated Dinning Hall.

Location

Stunning city centre location with free parking, access to electric charging, secure bike parking and a Cycle to Work scheme.

Cambridge University Botanic Gardens

Complimentary use of a visitors pass to the beautiful Botanic Gardens (a two-minute walk from the School).

Wellbeing

Enjoy a complimentary hot lunch when working, prepared by our professional culinary team. Plus, benefit from membership of the Sports Complex including free staff swimming, and access to a comprehensive Employee Assistance Programme that provides a wide array of resources and support services for staff and their immediate family (terms and conditions apply).

Community

A supportive and friendly community, with regular social events and the chance to join in extra-curricular activities. Staff can also attend internal productions in our theatre (Great Hall) or external productions hosted by visiting companies (note that external companies may charge for these events).

Professional Development

Opportunities for staff development, including regular INSET and CPD, membership of our on-site library, and funded attendance at relevant external training events.

Extended Holidays

There are 33 weeks of term time, plus time for INSET. This means that teaching staff benefit from extended holidays compared to state education.



Please note that colleague benefits which are non-contractual may be subject to review and change at any time.





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