

Ofsted
Outstanding
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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TEACHER OF
BUSINESS**
*(the ability to teach some
economics is an
advantage but not a
necessity)*

January 2025

TEACHER OF BUSINESS

Dear Applicant,

Thank you for requesting details for the position of teacher of business. Whilst the ability and interest to also teach economics is an advantage, it is not a necessity. We are seeking to appoint a passionate and driven individual to join our rapidly growing and highly successful business department. The post is full time and suitable for ECTs or more experienced practitioners. The post offers an exciting opportunity to teach and make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in business. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department. The role is required from September 2025.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint. In addition, following further capital investment from BMDC, we have recently expanded our specialist School Resource Provision (SRP), providing 24 places for students with autism. This is in line with our commitment to inclusive education and to meeting the needs of all young people within our community.

Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our graded Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). More recently, we were inspected in December 2024 and whilst we are still waiting for the final report, we very much look forward to its publication and sharing our excellent feedback more widely. Our success is also consistently featured in The Sunday Times Parent Power Guide with IGS ranked 7th across the north of England based on A-level and GCSE results for comprehensive schools and 1st across Leeds, Bradford and North Yorkshire. Whilst these rankings are based on attainment only, they are another fantastic acknowledgment of the hard work and dedication of our amazing students, staff and families.

Since achieving our 'Outstanding' Ofsted rating, students at IGS continue to make excellent progress. Our 2024 A-level and GCSE results were very pleasing: 13% of all A-level entries were at A*, over a third were at A/A* and 65% at A*-B. At GCSE over 37% of GCSE entries were achieved at 7+, with over 20% of all entries achieved at the very top grades 9/8. As a result, progress of all students at Key Stage 4 is well above average with a progress score of +.53 in 2024; this is in line with the top 16% of all state-funded schools nationally for progress, as well as attainment. At Post-16, our ALPS scores are consistently in the top 25% of schools in the country.

As the founding school of Moorlands Learning Trust, we also play our part in the wider development of the Trust, where IGS senior and middle leaders have the opportunity to shape and drive forward the Trust's strategy and growth, as well as supporting colleagues across the Trust. Over the coming years, MLT is looking to grow the number of its partner schools and IGS will continue to play a key role in supporting this, whilst also driving IGS further forward.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to

make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an employee benefits package through Vivup, and we have an embedded programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards and support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to Personal Best, consistent high quality, responsive teaching, and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Friday 31st January 2025

Provisional interview is scheduled for: w/c 3rd February 2025

If you do not receive an invite to interview by Wednesday 5th February, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Head of Business & Economics

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

□ **Planning**

- To have deep and fluent subject knowledge and understanding of the curriculum and sequencing to allow for confident teaching
- To plan for opportunities to model excellence in your subject through analogies, explanations and demonstrations
- To plan tasks that embed and reinforce learning, allowing opportunities to practise until learning is fluent and secure
- To personalise planning to meet the needs of all students, as individuals and as particular student cohorts (SEND, PP etc) through responsive and adaptive teaching
- To know and implement the information for students on the SEND Register
- To actively plan for the teaching of vocabulary, literacy, numeracy and oracy when structuring learning sequences
- To support the development and revision of curriculum design and schemes of work
- To contribute to the Curriculum Area Improvement Plan, and its implementation

□ **Teaching and Learning**

- To set appropriate sequence of learning tasks including learning objectives and rationale that are well-matched to students' needs
- To present and explain new ideas clearly, making connections to previous learning to support memory for learning
- To employ a variety of strategies to motivate, support and engage students
- To use questioning and dialogue to promote deep thinking amongst learners
- To develop and use the iPad to facilitate independent learning and support learning in lessons
- To set high-quality homework that encourages independent learning and consolidates prior learning
 - To support students with how to learn, using the best bets from cognitive science
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

□ **Assessment for Learning/ Responsive Teaching**

- To employ a range of responsive teaching strategies to elicit evidence of understanding and progress
 - To ensure regular, high-quality and diagnostic assessment to evidence learning
 - To give students actionable verbal and written feedback to guide their learning
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To help students plan, regulate and monitor their own learning
- To use data for future planning, support and intervention
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

□ **Personal Best**

- To promote and manage learning behaviours consistently and effectively, developing learner motivation so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing, knowing your students as individuals with specific needs

- To establish fair, respectful, trusting, supportive and constructive relationships
- To promote a positive climate of student-student relationships based on cooperation, respect and care so that all can learn effectively
- To have high expectations for all
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To communicate and consult with parents as required

❑ **Enrichment**

- To commit to the department/curriculum are programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, in other visits at home and abroad and support the school’s whole-school Challenge and Celebration week

❑ **Continuing Professional Development**

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share best practice and be creative
- To reflect on your practice and constantly strive to improve, using research, pedagogy and your knowledge of the students
- To commit to the school’s CPD programme

❑ **Professional Standards**

- To meet the DfE National Teachers’ and Personal and Professional Standards
- To contribute actively to the ethos, values and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written and spoken English
- To meet deadlines and model the highest professional standards in all aspects of school work
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy’s work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy’s Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated January 2022

Departmental Subject Profile Business, Economics and Politics

Departmental Ethos

Our departmental ethos is very much a reflection of the whole school ethos: 'together we achieve our personal best'. Within our department, each individual student is encouraged to achieve the very best they can, developing the appropriate skills required for post 16 study and beyond. Business Studies and economics provide an insight into how the world works and as such are an essential part of the school's curriculum. Our subjects complement many other areas of the school as well as those in the Humanities and Social Sciences Curriculum Area.

The Team

There are eight members of staff within the department: the Head of Department, five full-time teachers and two part-time members of teaching staff. The department prides itself on very positive relationships between students and staff, extensive enrichment opportunities, excellent levels of contemporary subject knowledge and excellent examination results.

The Curriculum

Year 9 Business & Enterprise course

Students have the chance to opt for an introductory business course (non-examined) comprising of one double and one single lesson per fortnight. This covers some topics on the GCSE syllabus, such as types of businesses, but largely involves project work to help develop deeper understanding in key areas such as recruitment, location and production. Project based learning also helps develop student skills, later supporting controlled assessment and project qualifications.

GCSE Business (Edexcel)

Taught over 6 lessons per fortnight in line with all option subjects, this is a popular option and we currently have seven mixed ability classes in year 10 and the same again in year 11. The course focuses on investigating small businesses in year 10 and building businesses in year 11.

AS and A2 Economics (OCR)

A Level Economics is increasingly popular in school with 4 groups currently in year 13 which is also projected to be the case in year 12 and 13 moving forward. There are eleven lessons per cycle.

AS and A2 Business Studies (Edexcel)

A Level Business is also increasingly popular in school with 6 groups currently in year 12. Again, this is projected to be sustained for year 12 and 13 in the future. There are eleven lessons per cycle and groups are generally split between two teachers within the department.

BTEC Business (Edexcel)

This year we have introduced BTEC Business and there is one group in year 12. There are 11 lessons per cycle, and it is an area of the curriculum we expect to grow.

***John Comiskey - Head of Business, Economics and Politics
January 2025***

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of Business

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching business	E	Application and selection process
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching business across Key Stage 4 and 5	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	

Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	

Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature**.....

Line Manager:

Print Name **Signature**

Date: