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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TEACHER OF
BUSINESS WITH
ECONOMICS AND/OR
POLITICS**

MARCH 2021

TEACHER OF BUSINESS, ECONOMICS & POLITICS

Dear Applicant,

Thank you for requesting details for the position of teacher of Teacher of Business with Economics and/or Politics at Ilkley Grammar School. 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, economics and/or politics through consistently excellent teaching. 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.

This is an exciting time in the school's development. The Moorlands Learning Trust has grown recently and now includes The Skipton Academy. We work in close partnership with The Skipton Academy to support their journey to become an outstanding school. In addition, from September 2020 we have a new Headteacher and a growing Leadership Team. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block for English with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. We have also opened a 12 place School Resource Provision (SRP) for students with autism as part of our commitment to inclusive education. 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 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). Our success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England. In addition, our 2020 A-level and GCSE results were outstanding: 44% of all A-level entries were at A/A* and 70% at A*-B; at GCSE over 43% of all GCSE entries were achieved at 7+ this year - a 2% rise on last year's IGS results and over 15% above this year's national rate, with a very impressive 27% of all entries achieved at the very top level of grades 9/8 - almost double the national rate and in line with IGS's performance in previous years. As a result, progress of all students is well above average with a published score of +.58 in 2019 and, although performance tables will not be published for 2020, our indicative P8 score is +.74.

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.

Staff wellbeing is also extremely important to the school and we have recently introduced a number 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.

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: Thursday 15th April 2021

Provisional interview is scheduled for w/c 19th April 2021

If you do not receive an invite to interview by 19th April 2021 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: Curriculum Leader: Social Sciences

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 secure subject knowledge and understanding of the curriculum and schemes of work to allow for confident teaching
- To plan challenging, structured lessons and sequences of learning within the context of the school's Learning and Teaching Policy
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, PP etc)
- To know and implement the information for students on the SEN Register
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work and curriculum design
- To contribute to the Curriculum Area Improvement Plan, and its implementation

❑ Teaching and Learning

- To set learning objectives and design lesson tasks that are well-matched to students' needs
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning and effective questioning
- To present new ideas with clear explanations and examples and model or demonstrate new skills with appropriate scaffolding
- To develop and use the iPad to secure best progress
- To set regular, high quality homework that encourages independent learning and consolidates prior learning
- 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 and ensure effective feedback
- 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 ensure regular and consistently high-quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- 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 so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- 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 follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)
- To communicate and consult with parents as required

❑ Enrichment

- To commit to the English 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
- To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs

❑ Quality Assurance

- To contribute to the school's self-evaluation procedures, including lesson observations, work scrutiny, student voice and other QA activities

❑ Professional Standards

- To meet the IGS Learning Standards and 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 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 March 2021

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, Economics and Government and Politics provide an insight into how the world works and affects government policy 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 itself.

The Team

There are six members of staff within the department: the Head of Department, three 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 good 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 four 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 3 groups in Year 12 projected from September. Currently there are two classes in each year 12 and two groups in year 13. There are eleven lessons per cycle.

AS and A2 Business Studies (Edexcel)

A Level Business is increasingly popular in school with 5 Year 12 groups projected for September. There are eleven lessons per cycle and groups are generally split between two within the department. There are currently four groups in year 12 and four in year 13.

AS and A2 Government and Politics (OCR)

A Level Government and Politics is also increasingly popular and as such will have 2 Year 12 classes next year whereas typically we have one class in each year group with around 15 students in each class. In Year 13 students study US politics and, along with other Humanities students, they have had the opportunity of taking part in the biennial Washington/New York trip.

Departmental Resources

The department is based in a number of areas with 5 main teaching rooms. We have a large, shared office space with the rest of our Humanities colleagues as well as a Business office in

the new Armitage building. All resources are shared on the system and staff are encouraged to share and adapt resources.

Independent Learning

We believe that independent learning is vital for developing the whole individual and providing a bridge between school-based learning and learning post 16 and 18. We encourage students to find and collect their own information through a variety of research tasks, investigations and projects, directed use of the library and resources on line, the setting of homework tasks and extension projects. Learners are encouraged to work at their own pace and independent reading is deeply encouraged and it is particularly relevant in our subjects, where contemporary knowledge of the world is crucial. We have carried out a lot of work on the use of 'flipped classroom techniques' and have pioneered the use of Showbie.

General

The department has an excellent reputation, strong results and high expectations of its students. The post would ideally suit an individual who is committed to the continuing development of the department, who has excellent subject knowledge and a commitment to the teaching and learning of business with economics an/or politics. In your letter of application, please outline how your experience and skills qualify you for this post and the contribution that you feel you can make to the department.

John Comiskey

Head of Business, Economics and Politics

March 2021

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of Business, Economics & Politics

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	D	Application and selection process
<input type="checkbox"/> Successful experience of teaching Economics and/or Politics	D	
<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"/> A passion for teaching Economics and/or Politics across Key Stage 5	D	
<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	How Identified
<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: