



# THE URSULINE ACADEMY ILFORD

*A Catholic Secondary School for Girls Aged 11-19 in the Diocese of Brentwood*



## MISSION STATEMENT:

*The Ursuline Academy Ilford is a Catholic community of faith, love, kindness and service. Guided by Gospel values and the Holy Spirit, we strive to create an inclusive environment where everyone in our diverse community can reach their full potential in all their endeavours. Our young women are inspired by the witness of St Angela and the vibrant school community, whose motto 'SERVIAM'- I will serve, empowers us all to play our full part in society.*

## TEACHER OF ENGLISH (0.8)

November 2024



## WELCOME FROM THE HEADTEACHER



The Ursuline Academy Ilford is a four-form entry Catholic comprehensive school for girls aged 11-19, serving students who are supportive of and fully committed to the Catholic ethos of the school. Students who come here, join a community that is committed to success.

The school was founded by the Ursuline Order in 1903 and has been providing high quality education and pastoral care ever since. The school has a strong sense of community underpinned by Gospel values. Visitors regularly remark on the purposeful working atmosphere in which all are expected to do their best. We have an inclusive and community-focused ethos of which we are very proud. Our pupils are welcoming, engaging and articulate. They are ambitious for the school and for their own life beyond it. Consequently, students' behaviour for learning is exemplary.

Governors and staff at the school commit themselves to:

- Recognizing the value and uniqueness of every student we teach
- Ensuring that the school is a safe place to be and one where the interests of justice are served
- Creating a community which is inclusive, one whose basis is mutual respect and equality
- Maintaining the long tradition of trust, cooperation and courtesy
- Generating good order and discipline based on sound relationships between staff, students, parents and carers
- Nurturing the religious and intellectual lives of our students through curricular and extra-curricular activities
- Inviting parents and carers to play an active role in their daughter's development, academically, spiritually and morally.

I am delighted you are interested in our school and hope this gives you some insight into who we are and what we stand for.

Fiona A Stone  
Headteacher



# THE URSULINE ACADEMY ILFORD

## TEACHER OF ENGLISH (0.8)

**MATERNITY COVER – START DATE: 6 JANUARY 2025**

**Salary Range: MPS (Outer London) - UPS (Outer London) available to the right candidate**

We are looking to recruit a creative, enthusiastic, inspiring individual, with the ability to teach English at KS4 and KS5. S/he will be a key contributor to this hugely successful, popular and oversubscribed Academy whose ethos is underpinned by Gospel values and the Ursuline motto of 'Serviam'.

*Applications are welcome from early career/established teachers who have a proven track record of academic success and who are committed to comprehensive education. The person appointed will be expected to make a significant contribution to the academic, spiritual, moral and cultural well-being of young people and will support an already successful department along the next stage of its development. In addition, the post will provide an excellent opportunity for professional development.*

### HOW TO APPLY

Application Form is available to download from [www.uai.org.uk/vacancies](http://www.uai.org.uk/vacancies). Please submit a letter of application together with your application form, your letter should address the selection criteria and include your thoughts on what makes a good Teacher of English.

Please return your completed application form via email to: [applications@uai.org.uk](mailto:applications@uai.org.uk)

Visits can be arranged by appointment please contact our HR Officer for details.

Short-listing for the position will take place following the closing date and references will be taken up prior to interview. The Academy is committed to safeguarding and promoting the welfare of children. To ensure that this is achieved we expect all employees to share this commitment and staff will be recruited and selected in line with Safer Recruitment Policy and practice. The successful applicant will undertake an enhanced DBS check.

***Please note we are unable to accept CVs.***

**Closing Date:** Friday 22<sup>nd</sup> November 2024    **Interviews:** w/c Monday 25<sup>th</sup> November 2024



## DEPARTMENT INFORMATION

### ENGLISH

The English Department is staffed with an experienced team of committed English teachers coming to us from a range of backgrounds. The department comprises of five full-time members, one part-time member.

#### Courses

At Key Stage 3, all Year 7 students have three classroom based lessons of English a week, supported by an additional Library lesson each week led collaboratively by an English teacher and the school librarian. Years 8 and 9 students have four English lessons a week, and attend the school library on a fortnightly schedule to continue to promote independent reading and research skills. Our course content caters for students across the ability range and all sets are mixed or banded ability in order to help ensure the progress of all abilities. Students are assessed throughout the year on Literature, Language and Spoken Language tasks in line with the new GCSEs, with units of work including studies of Creative Writing, Prose, Poetry, Modern Drama, Shakespearean Drama, 19th Century Prose and Non-Fiction and Media.

At GCSE level, students follow the AQA syllabus and complete both English Language and English Literature. We have a history of exceptional results at GCSE. In 2019 our Grade 4 and above Literature pass rate was 98% while in Language it was 92%. GCSE students are taught in banded ability sets in order to help ensure the progress of all students while giving teachers the opportunity to tailor their teaching to class needs.

At Key Stage 5 there are approximately 15 students studying English Literature each year. At A Level, students follow the WJEC syllabus and complete the two year A Level specification.

In line with changes to exam board specifications, all final assessed work at Key Stage 3, GCSE and A Level are completed in examination style conditions based on the texts studied in lessons.

#### Organisation and Methods of Assessment

Assessment in the English department is monitored very closely and is extremely important in ensuring that all students achieve to the best of their ability throughout the year. Each half term students will produce a minimum of one formal Literature and/or Language assessment piece, marked according to the relevant assessment objectives, which is then input into the departmental tracking system and used to track and monitor each individual student's progress throughout the year.

At GCSE and A Level, students are assessed by formal written examination at least twice a year but are expected to complete mock examination papers throughout the year in order to monitor their progress.

Pupil progress is closely monitored against individual targets and formal records are kept in accordance with Academy policy.

In line with the new 2015 specifications, as assessment is all completed final examinations at both GCSE and A Level, this same style of assessment has been introduced at Key Stage 3 in order to prepare students for the coming years. Pupil progress is monitored very closely and effective early intervention strategies used where student achievement is falling below expectations.

#### Resources

The English Department is well stocked with a range of texts for each individual year group, as well as other teacher materials such as schemes of work, resource booklets and a class set of wireless laptops. We also work very closely with our school library to ensure that students understand how to access appropriate materials to aid their English studies.

#### Extra-curricular Activities

The English department offers a range of clubs and study groups throughout the year to support and extend pupils. These include but are not limited to GCSE Enrichment programmes at both Years 10 and 11, a KS3 'Need to Read' Book Club, a Creative Writing club, a Theatre Appreciation group, drop-in lunchtime study and homework clubs, afterschool revision classes and year group trips to student conferences, exhibitions and drama performances. A Level English students in particular are encouraged to attend extra-curricular performances, lectures, workshops and university English open days organised by the department to support their studies.



# JOB DESCRIPTION

## TEACHER OF ENGLISH (0.8)

### MATERNITY COVER

**REPORTING TO:** Head of Department  
**LIAISING WITH:** Department, Teaching and Support Staff and others as required

#### Expectations

All Teachers at The Ursuline Academy Ilford are expected to:

- ◆ be fully supportive of the Academy's Catholic ethos;
- ◆ value and accept every student as an individual;
- ◆ encourage and support each student to realise her potential through the Academy's rewards systems;
- ◆ encourage students to think and learn independently;
- ◆ celebrate the achievements of all of students at appropriate times;
- ◆ provide a student friendly learning environment;
- ◆ lay the foundations for 'lifelong learning';
- ◆ strive for academic excellence;
- ◆ respect and value our partnership with parents and the community;
- ◆ assess, monitor, review and report upon student progress in line with Academy policy;
- ◆ participate in the Academy's programme of continuing professional development;
- ◆ use technology to actively improve teaching and learning;
- ◆ help prepare students for their responsibilities as active citizens.

#### Key Responsibilities

- ◆ work within/alongside a team or teams of teachers to teach a specific curriculum subject;
- ◆ implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate;
- ◆ monitor and support the overall progress and development of students as a teacher and where required as a Form Tutor;
- ◆ facilitate and encourage a learning experience which provides students with the opportunity to achieve their personal best;
- ◆ contribute to raising standards of student attainment;
- ◆ share and support the Academy's responsibility to provide and monitor student opportunities for personal and academic growth;
- ◆ fulfil the professional responsibilities as outlined in the Staff Handbook.

#### MAIN CORE DUTIES

##### Operational/Strategic Planning

- ◆ assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department;
- ◆ contribute to the department's development plan and its implementation;
- ◆ plan for, prepare and teach courses;
- ◆ contribute to the whole Academy's planning activities.

##### Curriculum Provision

- ◆ assist the Head of Department and senior management in ensuring that the curriculum area provides a quality of teaching which complements the Academy's strategic objectives.

##### Staff Development

- ◆ take part in the Academy's staff development programme by participating in arrangements for further training and professional development;
- ◆ continue personal development in the relevant areas including subject knowledge and teaching methods;
- ◆ engage actively in the Performance Management Review process;
- ◆ ensure the effective/efficient deployment of classroom support where appropriate;
- ◆ work as a member of a designated team and to contribute positively to effective working relations within the Academy.





### Quality Assurance

- ◆ help implement Academy quality control procedures;
- ◆ contribute to the process of monitoring and evaluation of the department in line with agreed Academy procedures, including evaluation against quality standards and performance criteria;
- ◆ seek and implement modification and improvement where required;
- ◆ review from time to time methods of teaching and schemes of work;
- ◆ take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

### Management Information

- ◆ maintain appropriate records and to provide relevant accurate and up-to-date information for whole school data and reports;
- ◆ complete relevant documentation to assist in the tracking of students;
- ◆ track student progress and use relevant data to inform teaching and learning;
- ◆ safeguard private/confidential information.

### Communication

- ◆ write reports on student progress to parents in accordance with Academy policy and practice;
- ◆ communicate effectively with the parents at parent's consultation evenings;
- ◆ follow agreed policies for communications in the Academy.

### Marketing and Liaison

- ◆ attend all scheduled and relevant Academy events;
- ◆ contribute to the development of effective subject links with external agencies if appropriate;
- ◆ attend celebratory events associated with students personally taught including Prize giving.

### Management of Resources

- ◆ contribute to the process of the ordering and allocation of equipment and materials;
- ◆ assist the Head of Department in identifying resource needs and to contribute to the efficient/effective use of physical resources;
- ◆ co-operate with other staff to ensure a sharing and effective use of resources for the benefit of the Academy, department and the students.

### Pastoral System

- ◆ act as a Form Tutor if required;
- ◆ promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- ◆ liaise and work with a Head of Year to ensure the implementation of the Academy's guidance and support system;
- ◆ register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life;
- ◆ evaluate and monitor the progress of students and keep up-to-date student records as may be required;
- ◆ contribute to the preparation of Action Plans and progress files and other reports as appropriate;
- ◆ alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved;
- ◆ communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff;
- ◆ contribute to citizenship and enterprise activities according to Academy policy;
- ◆ follow Academy policies on behaviour management.

### Teaching

- ◆ teach students according to their educational needs;
- ◆ assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required;
- ◆ provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students;
- ◆ ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students;
- ◆ ensure a high quality learning experience for students which meets internal and external quality standards;
- ◆ use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- ◆ maintain discipline in accordance with the Academy's procedures, and to encourage excellent practice with regard to punctuality, behaviour, standards of work and homework;



- ◆ undertake assessment of students as requested by external examination bodies, departmental and Academy procedures;
- ◆ mark, grade and give written/verbal and diagnostic feedback as required.

**Other Specific Duties**

- ◆ play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example;
- ◆ support the Academy in meeting its legal requirements for worship;
- ◆ maintain relevant development;
- ◆ comply with the Academy’s Health and Safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a Senior Manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.

**DECLARATION**

I have read the job description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection /Safeguarding and Health & Safety regulations. I further understand that the above does not constitute an exhaustive list and I agree to undertake any reasonable request made of me by the Headteacher or Deputy Headteacher acting on his/her behalf.

Name:

Signature:

Date:



## PERSON SPECIFICATION

### TEACHER OF ENGLISH

<b>L = Assessed by Application</b>	<b>I = Assessed at Interview</b>	<b>R = Assessed by Reference</b>	<b>E = Essential</b> <b>D = Desirable</b>
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#### QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:

Relevant good Degree and teaching qualification	L			E
Evidence of continuing professional development	L			D
Familiarity with the English curriculum in KS3 and KS4	L	I	R	E
Familiarity with the English curriculum in KS5	L	I	R	D

#### TEACHING AND LEARNING

High quality teaching and learning skills		I	R	E
A commitment to and evidence of high expectations and standards for students work	L	I	R	E
Evidence of very good examination outcomes for classes taught	L	I		D
A clear understanding and use of Assessment for Learning	L	I		E
Understanding of self-review for improvement		I	R	E
The ability to use data effectively to evaluate student teaching, group progress and achievement	L	I	R	D

#### PERSONAL QUALITIES AND SKILLS

High level interpersonal skills with the ability to communicate effectively both orally and in writing with a variety of audiences		I	R	E
The ability to build productive relationships with students, staff and parents	L	I	R	E
An ability and willingness to empathise and listen, and to be self-critical and reflective		I	R	E
Enthusiasm, hard work, integrity, creativity, flexibility and resilience		I	R	E
An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education	L	I	R	E

#### SAFEGUARDING

Motivation to work with students/young people		I	R	E
The ability to form and maintain appropriate relationships and observe personal and professional boundaries with students/young people		I	R	E