



# 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 HUMANITIES**  
**(Geography/History)**  
**February 2025**



## 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:

- Recognising 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 HUMANITIES (GEOGRAPHY/HISTORY)

From: 1<sup>st</sup> September 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 Humanities at KS4. She/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'.

*This position would be particularly suitable to an ECT or early career teacher, though applications from experienced teachers are also welcome. 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 Humanities.

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. We reserve the right to interview early applicants before the deadline date.

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

**Closing Date:** Wednesday 5<sup>th</sup> March 2025

**Interviews:** Week beginning Monday 10<sup>th</sup> March 2025



## DEPARTMENT INFORMATION

### HUMANITIES

The Humanities department comprises specialist teachers in Geography and History and is a supportive team with a strong track record of outstanding results at Key Stage 4 and Key Stage 5. In 2024, 55% of students achieved grades 9-7 in Geography, while History attained a 91% pass rate at GCSE. The department offers a wide range of extracurricular opportunities to enrich students' learning experiences.

**Key Stage 3:** At Key Stage 3, students receive two 50-minute lessons per week. Lessons are designed to be inclusive and challenging, ensuring that all students make excellent progress. The curriculum follows a spiral structure, effectively preparing students for GCSE studies. Topics are engaging, contemporary, and designed to provide students with powerful knowledge. In History, topics include Medieval Women, the Transatlantic Slave Trade, and the British Empire. In Geography, students study topics such as Brilliant Brazil, Cold Deserts, and Fast Fashion. The department prioritizes critical thinking and emphasizes amplifying the voices of marginalized groups. All resources, assessments, and homework are shared across the department, ensuring consistency and access to a comprehensive bank of materials. Homework is assigned fortnightly and includes research tasks and quizzes.

**Key Stage 4:** Both Geography and History follow the AQA specification and are highly popular at GCSE level. Students receive three 50-minute lessons per week. Lessons are engaging and rigorous, preparing students for examinations through structured exam practice. The Humanities department follows Rosenshine's Principles of Instruction to ensure lessons are effective and facilitate excellent student progress. A high percentage of students achieve grades 7-9, reflecting the strong academic standards within the department. All Humanities teachers are examiners for the exam board, bringing specialist subject knowledge to their teaching. Homework is set weekly and consists of exam questions, Educake tasks, and subject-related readings.

**Extra-Curricular Opportunities:** The department offers a variety of extra-curricular activities, including an Eco Club and events for Holocaust Memorial Day, Black History Month, LGBTQ+ History Month, Earth Day, and more. A range of trips are available for each year group, including visits to the London Docklands, Epping Forest, and the Golden Hinde. Students have access to a Super Curriculum, enabling them to extend their knowledge of History and Geography through reading, independent research, and visits to historical and geographical sites in London. Extra-curricular activities and events are integral to enhancing students' cultural capital, fostering social skills such as resilience, confidence, and teamwork.

**Catholic Social Teaching (CST):** Catholic Social Teaching is embedded into the curriculum and integrated within Humanities lessons, fostering a values-driven approach to learning and ensuring the Catholic ethos is promoted through lessons. For example, in Geography, when teaching about deforestation, students explore stewardship and Care for Creation. In History, lessons on the Industrial Revolution are linked to the Dignity of the Worker. It is not necessary to be Catholic to incorporate these principles into teaching.

**Professional Development:** In addition to excellent CPD and professional development opportunities at the school level, the Humanities department also prioritises continuous learning within the team. Departmental meetings regularly feature best practice sharing, and staff stay up to date with developments in Geography and History teaching by engaging with articles from the Geographical Association (GA) and Historical Association (HA), applying research-based insights to enhance their teaching practices.



## JOB DESCRIPTION

<b>Post Title</b>	Teacher of Humanities
<b>Reporting to</b>	Head of Department
<b>Main Purpose</b>	Teachers at The Ursuline Academy Ilford are expected to fully support the Academy's Catholic ethos while fostering an inclusive and encouraging learning environment where each student is valued as an individual. Their role includes inspiring independent learning, celebrating student achievements, and striving for academic excellence. Teachers work collaboratively to deliver a balanced and differentiated curriculum, monitor and support student progress, and engage in professional development. They also utilise technology to enhance teaching, maintain strong partnerships with parents and the community, and prepare students to become responsible and active citizens.
<b>Liaising with</b>	Department, Teaching and Support Staff and others as required
<b>Working Time</b>	Full time
<b>Salary/Grade</b>	M Scale or UPS Scale
<b>Main Core Duties &amp; Responsibilities</b>	
<b>Operational/Strategic Planning</b>	<ul style="list-style-type: none"> <li>• Assist in the development of appropriate resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.</li> <li>• Contribute to the department's development plan and its implementation.</li> <li>• Plan for, prepare and teach courses.</li> <li>• Contribute to the whole Academy's planning activities.</li> </ul>
<b>Curriculum Provision</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>• Take part in the Academy's staff development programme by participating in arrangements for further training and professional development.</li> <li>• Continue personal development in the relevant areas including subject knowledge and teaching methods.</li> <li>• engage actively in the Performance Management Review process.</li> <li>• ensure the effective/efficient deployment of classroom support where appropriate.</li> <li>• Work as a member of a designated team and contribute positively to effective working relations within the Academy.</li> </ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>• Help implement Academy quality control procedures.</li> <li>• 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.</li> <li>• Seek and implement modification and improvement where required.</li> <li>• Review from time-to-time methods of teaching and schemes of work.</li> <li>• 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.</li> </ul>
<b>Management Information</b>	<ul style="list-style-type: none"> <li>• Maintain appropriate records and provide relevant accurate and up-to-date information for all the school data and reports.</li> <li>• Complete relevant documentation to assist in the tracking of students.</li> <li>• Track student progress and use relevant data to inform teaching and</li> </ul>

	<ul style="list-style-type: none"> <li>learning.</li> <li>• Safeguard private/confidential information.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• write reports on student progress to parents in accordance with Academy policy and practice.</li> <li>• communicate effectively with the parents at parent's consultation evenings.</li> <li>• follow agreed policies for communications in the Academy.</li> </ul>
<b>Marketing and Liaison</b>	<ul style="list-style-type: none"> <li>• Attend all scheduled and relevant Academy events.</li> <li>• Contribute to the development of effective subject links with external agencies if appropriate.</li> <li>• Attend celebratory events associated with students personally taught including Prize giving.</li> </ul>
<b>Management of Resources</b>	<ul style="list-style-type: none"> <li>• Contribute to the process of ordering and allocation of equipment and materials.</li> <li>• Assist the Head of Department in identifying resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>• Cooperate with other staff to ensure the sharing and effective use of resources for the benefit of the academy, department and students.</li> </ul>
<b>Pastoral System</b>	<ul style="list-style-type: none"> <li>• Act as a Form Tutor if required.</li> <li>• Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li> <li>• Liaise and work with a Head of Year to ensure the implementation of the Academy's guidance and support system.</li> <li>• Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.</li> <li>• Evaluate and monitor the progress of students and keep up-to-date student records as may be required.</li> <li>• Contribute to the preparation of Action Plans and progress files and other reports as appropriate.</li> <li>• Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>• Communicate as appropriate, with the parents of students and with people or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.</li> <li>• Contribute to citizenship and enterprise activities according to Academy policy.</li> <li>• Follow Academy policies on behaviour management.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teach students according to their educational needs.</li> <li>• Assess, record and report on the attendance, progress, development and attainment of students and keeping such records as are required.</li> <li>• Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.</li> <li>• Ensure a high-quality learning experience for students which meets internal and external quality standards.</li> <li>• Use a variety of delivery methods which will stimulate learning appropriately to student needs and demands of the syllabus.</li> <li>• Maintain discipline in accordance with the Academy's procedures, and to encourage excellent practice regarding punctuality, behaviour, standards of work and homework.</li> </ul>

	<ul style="list-style-type: none"> <li>• Undertake assessment of students as requested by external examination bodies, departmental and Academy procedures.</li> <li>• Mark, grade and give written/verbal and diagnostic feedback as required.</li> </ul>
<b>Other specific duties</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Support the Academy in meeting its legal requirements for worship.</li> <li>• Maintain relevant development.</li> <li>• Comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.</li> </ul>

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 School Policies, Child Protection/Safeguarding and Health & Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the principal.

**Name:**

**Signature:**

**Date:**



## PERSON SPECIFICATION

### TEACHER OF HUMANITIES (Geography/History)

L = Assessed by Application	I = Assessed at Interview	R = Assessed by Reference	E = Essential D = Desirable
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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 Humanities curriculum in KS3 and KS4	L	I	R	E

#### 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