



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.

SUBJECT LEADER
ART (0.8FTE)
March 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

SUBJECT LEADER - ART (0.8FTE)

From: 1st September 2025

Salary Range: MPS (Outer London) - UPS (Outer London) available to the right candidate
Plus, TLR 2B £5,641.09 pro-rata

We are seeking a passionate, creative, and inspiring Subject Leader for Art & Design with the ability to teach the subject up to KS5. The ability to teach DT at key stage 3 is desirable but not essential. The successful candidate will play a key role in our highly successful, popular, and oversubscribed Academy, where our ethos is rooted in Gospel values and the Ursuline motto of 'Serviam'.

HOW TO APPLY

Application Form is available to download from 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 Subject Leader for Art.

Please return your completed application form via email to: 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: Thursday 24th April 2025

Interviews: Week beginning Monday 28th April 2025



DEPARTMENT INFORMATION

ART

Staffing

The Art department is highly successful with an experienced team of staff. The department currently consists of 2 members of staff one subject leader and one teacher. There is an Art Technician, who also works in Design and Technology.

KS3

All Key Stage 3 study Art for one double lesson a week, on a carousel system. Our course is developed for all abilities and progresses over three years. We begin in year 7 with a basic drawing course and progress to work that includes drawing, painting, printmaking, art history, mixed media work, studying colour, composition, line, tone, narrative and using the work of other artists and designers to inform our students work.

KS4

At GCSE students' progress to follow the EDEXCEL Fine Art course. Students at GCSE have 2 ½ hours study per week. In year 10 students visit the Victoria and Albert Museum for a day of visual research into pattern. In year 11 students spend the day at the Curwen Print Study Centre near Cambridge, creating their own dry-point etchings and mono-prints.

KS5

At A-Level the students follow the EDEXCEL Fine Art course. In year 12, an introductory unit of work is structured, to facilitate the transition from GCSE to A-Level, before beginning Component 1. Students progressively work more independently into year 13. The students are encouraged to make independent gallery visits throughout the course, and to engage with extracurricular opportunities at galleries, life drawing classes etc. Over the years there has been a regular number of students who progress to study Art beyond A-Level, and they are supported in portfolio preparation for Art Foundation and Degree applications.

Assessment

Every student's progress is closely monitored by staff in the department, and we give detailed feedback on current attainment and how progress can be enhanced. Assessment is varied and work is assessed on a continual basis. All pupils are assessed at the end of the year with a drawing examination and progress is monitored initially from a Baseline Drawing in September of Year 7, and then subsequently against individual targets. Continuous dialogue and feedback in lessons ensure that every pupil is aware of their current level of progress.

Resources

The department has two Art studios with wonderful natural light as well as a sixth form studio. The department is well stocked with a wide range of Art materials. At KS3 pupils have a sketchbook which is used for homework and some classwork. Throughout the years all students will work with inks, pastels and water-based paints. At GCSE and A-Level students will have the opportunity to work in mixed media, print-making, sculpture and oil paints. Work is ambitious and wide ranging, and each year we hold an exhibition of examination work to showcase the students' achievements.

Extra-curricular activities

There will be art clubs and enrichment sessions held during lunch breaks on certain days. Timetable to be confirmed each academic year and reviewed throughout.



JOB DESCRIPTION

JOB TITLE: Subject Leader:

ACCOUNTABLE TO: Senior Leadership team

TLR SCALE: TLR 2B = £5,641.09 pro-rata

START DATE: 1 September 2025

In addition to the duties covered by the School Teacher’s Pay and Conditions Document. Subject Leads will have a central role in leading the development of Teaching and Learning, Curriculum (including the Catholic Curriculum) and Assessments for pupils in their subject or Curriculum Area.

School Culture	<ol style="list-style-type: none"> 1. Create an ambitious vision for the department aligned with the School’s Mission, Ethos and Improvement Plan 2. Create and sustain a culture of high expectations, aspirations and innovation in the subject area; 3. Focus consistently on improving provision and outcomes to rapidly reduce the achievement gap for all groups, especially disadvantaged pupils; 4. Model high expectations for the conduct of colleagues and pupils; 5. Contribute to the School Newsletter and Staff Bulletins to communicate successes from the subject/curriculum area within the department.
Curriculum Leadership	<ol style="list-style-type: none"> 1. To ensure that every child receives excellent curriculum provision in the subject/curriculum area; 2. To design a long term plans for the subject/curriculum area which ensure that there is pace and challenge, breadth of curriculum coverage and regular opportunities for assessment; 3. To coordinate the writing and updating of medium-term plans and schemes of work; 4. To ensure that curriculum plans are differentiated to meet the needs of all students, including those with EHCPs; 5. To provide multiple opportunities in the subject curriculum to develop students’ literacy including extended writing, challenging and varied reading, and opportunities for speaking and listening; 6. To develop the curriculum ensuring Catholic social teaching is woven throughout schemes of work where appropriate 7. To develop a curriculum which celebrates: diversity, equality, equity and inclusion; 8. To provide opportunities for students to develop their skills in Numeracy and ICT; 9. To have regard for students’ social, moral, spiritual and cultural development, including teaching about core British values, and to provide for this in curriculum plans; 10. To develop a rich and varied extended curriculum offer within the subject area, including enrichment clubs and activities, and trips and visits; 11. To integrate the Social and Emotional Aspects of Learning into curriculum planning. 12. To ensure the schemes of work and the wider curriculum supports the provision of careers education.
Learning, Teaching and Assessment Strategy	<ol style="list-style-type: none"> 1. To develop an ethos within the subject area that every lesson counts; 2. To model good practice in lesson planning and preparation; 3. To lead on marking and assessment within the subject area; 4. To be responsible for the pace and level of challenge in lessons in the subject area, and that students make good progress; 5. To take a lead in subject specific pedagogy including questioning, oracy, including embedding opportunities within schemes of learning / curriculum plans to develop scientific enquiry and practical skills;

	<ol style="list-style-type: none"> 6. To devise and manage formative and summative assessment in the subject/curriculum area, and to collate results for analysis; 7. To lead on Assessment for Learning in the subject/curriculum area, focusing on student understanding of the assessment system, and on next steps for progress; 8. To manage the resources of the subject area efficiently to maximise the potential for making lessons stimulating and varied.
Leadership	<ol style="list-style-type: none"> 1. Keep abreast of recent educational developments in the subject/curriculum area and role-model best classroom practice; 2. To line manage and appraise subject teachers within the department 3. To lead self-evaluation within the department; 4. To support trainees in the subject/curriculum area as agreed or requested; 5. To take responsibility for security of student work in the subject area; 6. To oversee examination entries; 7. To ensure the timetables of those teaching within the subject/curriculum area show efficiency and equity.
Outcomes	<ol style="list-style-type: none"> 1. To have overall responsibility for achievement and standards in subject/curriculum area; 2. To work with the department to ensure that outcomes for students with additional needs, those eligible for the pupil premium, and other disadvantaged groups, make excellent progress; 3. To lead departmental self-evaluation, including exam results analysis 4. To lead department improvement planning;
Quality Assurance and Administration	<ol style="list-style-type: none"> 1. Compile the annual Department Evaluation Report for the Headteacher; 2. Lead on the Department Improvement Plan for all relevant key stages; 3. Maintain up-to-date knowledge and understanding of pedagogy and practice; 4. To lead on the review of and update assessment and feedback policies and curriculum guides 5. Undertake risk assessments for trips or extra-curricular provision; 6. Contribute to the School website, Staff Bulletin and School Newsletter to raise the profile of the subject/curriculum area and keep parents and staff informed.
The Internal Organisation, Management and Control of The School	<ol style="list-style-type: none"> 1. Support and develop the ethos, values and overall purpose of the School; 2. Promote the Catholic life of the school; 3. Implement the Governing Body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability, special needs and other protected characteristics; 4. Treat all information acquired through employment, both formally and informally, in strict confidence; 5. Be aware of responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data on such systems and ensure that all processes are complied with; 6. Show awareness of and compliance with policies and procedures relating to child protection, reporting all concerns to an appropriate person.

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:

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Headteacher. This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

PERSON SPECIFICATION

The person specification shows the abilities and skills necessary to carry out the duties in the job description. You should indicate clearly how you meet these requirements with examples of impact when completing the application form and supporting statement.

Essential	Desirable
QUALIFICATIONS AND EXPERIENCE	
<p>Qualified Teacher Status or Qualified Teacher Learning and Skills Status (QTS or QTLS).</p> <p>Experience of a substantive middle leadership role with evidence of leading on raising attainment and progress.</p> <p>Experience of successfully teaching pupils with a wide range of learning difficulties in both mainstream and special settings.</p>	<p>Evidence of a completed significant further relevant study in an aspect of education or special educational needs.</p>
STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL	
<p>The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community.</p> <p>The commitment to develop a positive, diverse and inclusive school ethos which values all individuals and challenges any form of discrimination.</p> <p>Experience of school self-assessment and school improvement planning to secure effective learning, teaching and assessment and raise standards.</p> <p>Knowledge of recent educational developments, evidence-based research, initiatives and legislation, and how they may impact on the school.</p>	<p>Experience of working with Local Authority staff.</p>
LEADERSHIP AND MANAGEMENT	
<p>The ability to create and sustain a high performing team in line with the school's ethos.</p> <p>The ability to develop others through mentoring, coaching and networking to ensure high standards and consistent high-quality teaching, learning and assessment.</p> <p>To possess excellent listening, written and oral communication skills, the ability to chair meetings, make presentations and to communicate effectively with pupils, parents, governors and staff.</p>	

TEACHING AND LEARNING

The ability to create a safe and stimulating environment that contributes positively to teaching and learning.

The knowledge and skills to promote high standards of discipline and behaviour.

A proven ability in the use of information and communication technologies and of their application in management and education.

Experience of successfully leading whole-school curriculum developments.

Experience of, and commitment to, broadening the range of opportunities available to pupils through extra-curricular/extended schools' activities.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS check.