



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.

***Head of Faculty: Humanities
(Teacher of Geography)***



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

HEAD OF FACULTY: HUMANITIES

Teacher of Geography to GCSE & A level

From: September 2026

**Salary Range: MPS (Outer London) - UPS (Outer London) available to the right candidate
plus TLR of £8,610 pa**

We are looking to recruit a creative, enthusiastic, inspiring individual. 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 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/joining-us/come-work-at-uai

Please return your completed application form which should address the selection criteria and include your thoughts on what makes a good Head of Humanities 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.

Please note we are unable to accept CVs.

Closing Date: Monday 11th May Noon **Interviews:** From Tuesday 12th May onwards (TBC)

FACULTY INFORMATION

The Humanities faculty comprises specialist teachers in Geography, History, Politics & Sociology and is a supportive team with a strong track record of outstanding results at Key Stage 4 and Key Stage 5.

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.

Key Stage 5: At key stage 5 all subjects are taught over 11 x50min periods per fortnight. Geography, History & Sociology all follow the AQA specification with Politics following Edexcel.

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

JOB TITLE: Head of Faculty; Humanities

ACCOUNTABLE TO: SLT Line Manager

TLR SCALE: TLR 2C = £8,610

START DATE: 1 September 2026

In addition to the duties covered by the School Teacher’s Pay and Conditions Document. Head of Departments 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. Contribute to an ambitious vision for the department aligned with the School’s Mission, Ethos and Development Plan with the Head of Department; 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 a Catholic curriculum which celebrates: diversity, equality, equity and inclusion; 7. To provide opportunities for students to develop their skills in Numeracy and ICT; 8. 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; 9. To develop a rich and varied extended curriculum offer within the subject area, including enrichment clubs and activities, and trips and visits; 10. To integrate the Social and Emotional Aspects of Learning into curriculum planning.

<p>Learning, Teaching and Assessment Strategy</p>	<p>Under the supervision of the Deputy Headteacher:</p> <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; 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.
<p>Leadership</p>	<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 contribute to self-evaluation within the department; 3. To support trainees in the subject/curriculum area as agreed or requested; 4. To take responsibility for security of student work in the subject area; 5. To oversee examination entries; 6. To work with the Head of Department to ensure the timetables of those teaching within the subject/curriculum area show efficiency and equity.
<p>Outcomes</p>	<ol style="list-style-type: none"> 1. To have overall responsibility, together with the Head of Department 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 contribute to department self-evaluation, including contributing to exam results analysis with the Head of Department; 4. To contribute to department improvement planning;
<p>Quality Assurance and Administration</p>	<ol style="list-style-type: none"> 1. Contribute to the annual Department Evaluation Report for the Headteacher; 2. Contribute to the Department Development Plan for all relevant key stages; 3. Maintain up-to-date knowledge and understanding of pedagogy and practice; 4. Contribute to the review and update assessment and feedback policies and curriculum guides annually with the Head of Department; 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.
<p>The Internal Organisation, Management and Control of The School</p>	<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.

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.

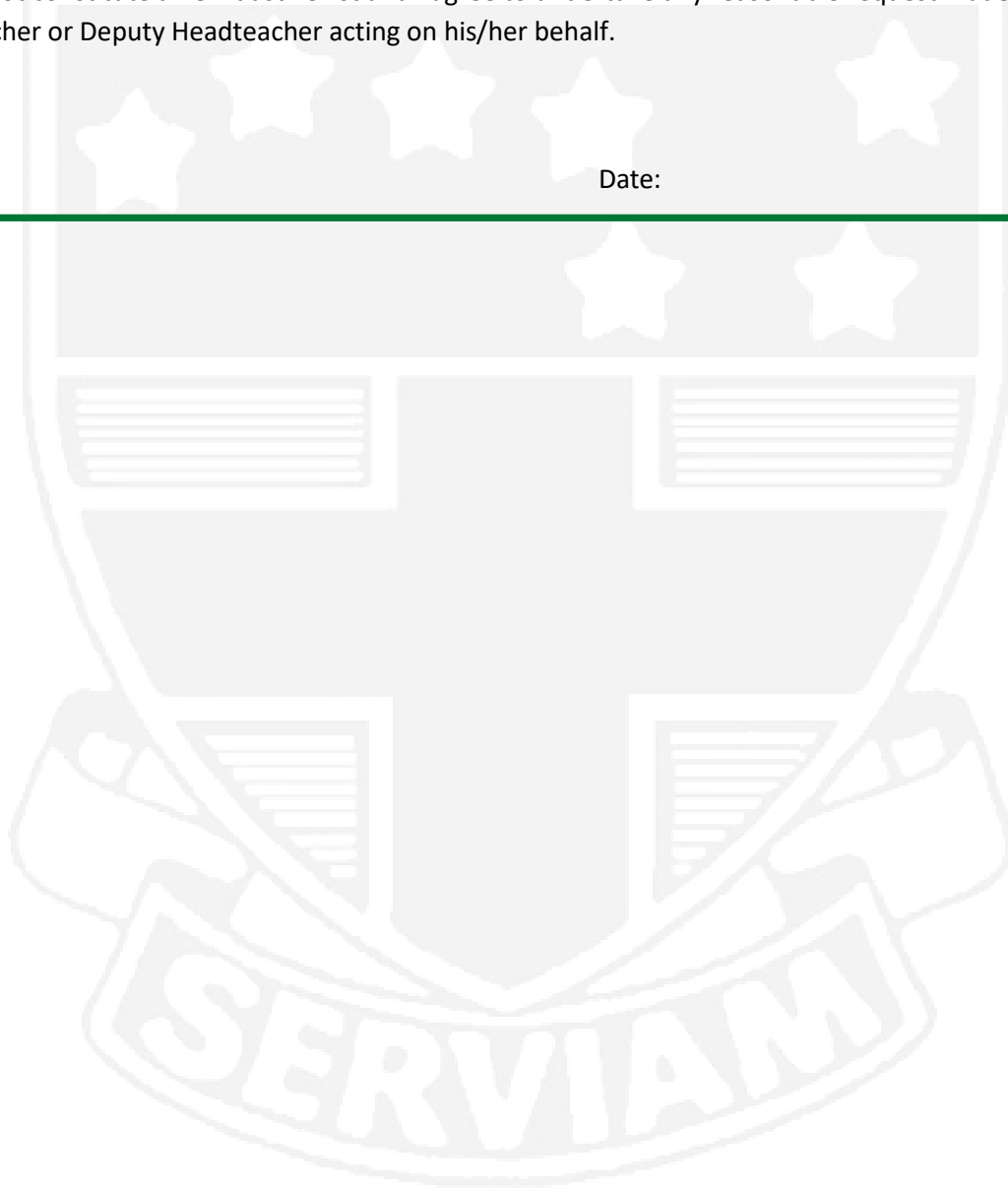
DECLARATION

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

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 completion of 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 or other outside stakeholders</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 and social media checks will be carried out to assess the suitability of candidates.

