



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 Lead: Economics & Business Studies

January 2027





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 Lead: Economics & Business Studies

(Ability to teach IT to KS4 desirable but not essential)

From: 1st January 2027

Full Time

(would consider part time for the right candidate)

Salary Range: MPS (Outer London)

**UPS (Outer London) available to the right candidate *plus*,
TLR 2A £3,650 pa**

We are looking to recruit a creative, enthusiastic, inspiring individual. They 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 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 lead 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 Subject Lead: Economics & Business Studies via email to:

applications@uai.org.uk

Applications will be assessed upon receipt, and we reserve the right to interview and appoint prior to the closing date. Early applications are therefore strongly advised. 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 28th September 2026 noon

Interviews: From Thursday 1 October 2026



JOB DESCRIPTION

Subject Lead: Economics & Business Studies

REPORTING TO: Senior Leadership Team
LIAISING WITH: Department, Teaching and Support Staff and others as required

In addition to the duties covered by the School Teachers' Pay and Conditions Document, the Subject Lead: Economics & Business Studies will have a central role in leading the development of teaching and learning, curriculum, assessment and student outcomes in Economics and Business Studies.

The Subject Lead has responsibility for the academic and curriculum leadership of Economics and Business Studies. The role does **not** include formal line-management or appraisal responsibility for other members of staff.

School Culture

1. Contribute to an ambitious vision for Economics and Business Studies aligned with the Academy's Mission, Ethos and School Improvement Plan.
2. Create and sustain a culture of high expectations, aspiration and academic excellence within Economics and Business Studies.
3. Focus consistently on improving provision and outcomes for all students, including disadvantaged students and those with additional needs.
4. Model high expectations for students and exemplary professional practice.
5. Promote Economics and Business Studies within the wider life of the Academy and celebrate the achievements and successes of students.

Curriculum Leadership Curriculum Leadership

1. Ensure that every student receives excellent curriculum provision in Economics and Business Studies.
2. Design and maintain ambitious, coherent and well-sequenced curriculum plans which provide appropriate pace, challenge, breadth and opportunities for assessment.
3. Coordinate the writing, implementation and regular review of schemes of learning and associated curriculum resources.
4. Ensure that curriculum planning meets the needs of all students, including students with SEND and those with EHCPs.
5. Ensure that the Economics and Business Studies curriculum provides rich opportunities to develop students' literacy, including extended analytical writing, the confident use of subject-specific vocabulary, challenging reading and effective academic discussion.
6. Develop a distinctive Catholic curriculum which enables students to consider economic and business decision-making through the lens of Catholic Social Teaching, including questions of human dignity, the common good, solidarity, stewardship, justice and ethical decision-making.
7. Provide opportunities for students to develop and apply their numeracy, quantitative and data-analysis skills.



8. Ensure students develop the ability to apply economic and business theory to contemporary national and global contexts.
9. Have regard for students' spiritual, moral, social and cultural development and provide opportunities for students to consider the ethical, social and environmental implications of economic and business decisions.
10. Develop a rich and varied extended curriculum offer, including enrichment activities, competitions, visiting speakers, links with employers and universities, and appropriate trips and visits.

Learning, Teaching and Assessment

1. Develop an ethos within Economics and Business Studies in which every lesson counts and students are expected to achieve highly.
2. Model excellent practice in lesson planning, classroom teaching and preparation.
3. Lead the development of high-quality subject-specific pedagogy in Economics and Business Studies.
4. Promote effective approaches to explanation, questioning, retrieval, modelling, oracy and extended analytical and evaluative writing.
5. Ensure students are routinely required to apply knowledge to unfamiliar economic and business contexts and to construct well-reasoned arguments supported by appropriate evidence.
6. Lead on assessment within Economics and Business Studies, ensuring that assessment is purposeful, appropriately challenging and aligned with curriculum and examination requirements.
7. Devise and coordinate formative and summative assessment within the subject area and collate outcomes for analysis.
8. Ensure students understand assessment expectations and know the next steps required to improve their knowledge, application, analysis and evaluation.
9. Use assessment information effectively to identify gaps in knowledge and understanding and inform subsequent curriculum planning and teaching.
10. Ensure appropriate preparation for public examinations, including familiarity with examination specifications, assessment objectives, command words and examination technique.

Subject Leadership

1. Keep abreast of developments in Economics and Business Studies education, examination specifications, subject-specific pedagogy and wider developments within the disciplines.
2. Demonstrate and share excellent classroom practice.
3. Contribute to self-evaluation and improvement planning relating to Economics and Business Studies.
4. Work collaboratively with all colleagues teaching Economics and Business Studies to support consistent curriculum implementation and high-quality teaching.
5. Support trainee teachers, ECTs and colleagues teaching within the subject area as agreed or requested.
6. Coordinate appropriate subject-specific resources and ensure that they are used effectively to support teaching and learning.



7. Oversee examination entries and other relevant examination administration for Economics and Business Studies.
8. Liaise appropriately with examination boards and remain informed about changes to specifications, assessment arrangements and subject requirements.
9. Contribute to the development of post-16 provision and the wider aims of UA6, including supporting student recruitment, retention, progression and preparation for university, apprenticeships and employment.

The Subject Lead does not hold formal responsibility for the line management or appraisal of colleagues.

Outcomes

1. Take responsibility, alongside the relevant senior leader, for achievement, progress and standards in Economics and Business Studies.
2. Monitor student performance and identify appropriate actions to secure excellent progress and outcomes.
3. Work collaboratively with colleagues to ensure that students with additional needs, disadvantaged students and other identified groups achieve well.
4. Contribute to the analysis and evaluation of examination and assessment outcomes.
5. Use assessment and examination information to identify strengths and priorities for curriculum and teaching development.
6. Contribute to improvement planning for Economics and Business Studies and evaluate the impact of agreed actions.

Quality Assurance and Administration

1. Contribute to the Academy's self-evaluation and improvement planning processes in relation to Economics and Business Studies.
2. Maintain up-to-date knowledge and understanding of curriculum developments, pedagogy, assessment and examination requirements.
3. Contribute to appropriate quality assurance activities relating to curriculum implementation, students' work, assessment and outcomes.
4. Review and update curriculum plans, schemes of learning, assessment materials and curriculum guides as required.
5. Ensure appropriate standardisation and moderation of assessment within Economics and Business Studies.
6. Undertake appropriate risk assessments for trips and extra-curricular provision.
7. Contribute to the Academy website, Staff Bulletin, Family Newsletter and other communications to raise the profile of Economics and Business Studies and celebrate student achievement.

The Internal Organisation, Management and Control of the Academy

1. Support and develop the ethos, values and overall purpose of The Ursuline Academy Ilford.
2. Promote and actively contribute to the Catholic life and mission of the Academy.



3. Support the Academy's commitment to equality, diversity, inclusion and the dignity of every member of the community.
4. Treat all information acquired through employment, both formally and informally, in strict confidence and comply with relevant data protection requirements.
5. Comply with Academy policies and procedures relating to safeguarding and child protection, reporting all concerns to an appropriate person.
6. Promote the welfare, safety and wellbeing of students at all times.

In addition to the duties covered by the School Teacher's Pay and Conditions Document, the Subject Lead: Economics & Business Studies will have a central role in leading the development of teaching and learning, curriculum, assessment and student outcomes in Economics and Business Studies.

The Subject Lead has responsibility for the academic and curriculum leadership of Economics and Business Studies. The role does **not** include formal line-management or appraisal responsibility for other members of staff.

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

Subject Lead: Economics & Business Studies

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.

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

Qualified Teacher Status or Qualified Teacher Learning and Skills Status (QTS or QTLS).				E
Experience of a substantive middle leadership role with evidence of leading on raising attainment and progress.				E
Experience of successfully teaching pupils with a wide range of learning difficulties in both mainstream and special settings.				E
Evidence of a completed significant further relevant study in an aspect of education or special educational needs.				D

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

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.				E
The commitment to develop a positive, diverse and inclusive school ethos which values all individuals and challenges any form of discrimination.				E
Experience of school self-assessment and school improvement planning to secure effective learning, teaching and assessment and raise standards.				E
Knowledge of recent educational developments, evidence-based research, initiatives and legislation, and how they may impact on the school.				E
Experience of working with Local Authority staff.				D

LEADERSHIP AND MANAGEMENT

The ability to create and sustain a high performing team in line with the school's ethos.				E
The ability to develop others through mentoring, coaching and networking to ensure high standards and consistent high-quality teaching, learning and assessment.				E
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.				E