

**Ofsted**  
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Provider



**Moorlands**  
Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**TEACHER OF  
HISTORY and  
POLITICS**

**SEPTEMBER 2026**

## TEACHER OF HISTORY and POLITICS

Dear Applicant,

Thank you for requesting details for the position of teacher of history and politics. The post is full time, suitable for ECTs and has arisen as the current postholder has been promoted. The post offers an exciting opportunity to teach and make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). The position is to teach history and politics, and though not essential, we are also open to teachers of A level Classical Civilisations, or those with a classics background. We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in history and politics. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department. The role is required from September 2026.

This is an exciting time in the school's development. In July 2022, it was announced that IGS had been selected for the next phase of the national Schools Rebuilding Programme, and we will receive substantial capital investment to rebuild and refurbish parts of the school. Work is scheduled to start in the summer term 2025 and, on completion, will have a transformative impact on the learning environment at IGS, as well as substantially reducing our carbon footprint. In addition, following further capital investment from BMDC, we have recently expanded our specialist School Resource Provision (SRP), providing 24 places for students with autism. This is in line with our commitment to inclusive education and to meeting the needs of all young people within our community.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas, and pride ourselves on the quality of education we provide to our students. Our graded Ofsted inspection in December 2024 again confirmed us as an 'Outstanding' school in all areas of inspection with inspectors concluding that "Ilkley Grammar School is an amazing school" where "every pupil gets a chance to shine". The school was praised for its exceptional quality of education, "fully inclusive" ethos, "and delivery of a "sophisticated" and "rich curriculum" where students achieve "excellent, sustained outcomes over time". The sixth form was equally celebrated as a "shining light," with an "exemplary extracurricular offer," "countless opportunities," and "extensive links to industry and higher education". Highlighting the "calm environment" which fosters "exceptional behaviour," where students "enjoy lessons," and "show care and respect for each other," the Inspection Team also noted the "bespoke, individualised pastoral care" and the "exemplary" and "extensive personal development offer" which enables "pupils to flourish".

Academic standards at our school are consistently outstanding, placing us among the highest performing schools nationally. Student attainment is in the top 10% of all schools at both GCSE and A level, with progress measures consistently in the top 10–20%. At A level, outcomes in both 2024 and 2025 were exceptional: over 12% of all entries achieved the highest-grade A\*, a third were graded A\*/A, and 60–65% achieved A\*–B. At GCSE, performance is equally impressive, with more than 35% of entries at grade 7 or above over the past two years, including around 20% at the very top grades 9/8.

Progress at Key Stage 4 is significantly above national average, with a Progress 8 score of +0.53 in 2024, placing the school in the top 15% of all state-funded schools nationally, including selective schools. Post-16 results also demonstrate sustained excellence: our Level 3 Value Added score in 2024 and 2025 was +0.2 (above average and within the top 12% nationally), alongside an ALPS grade of 3 in both 2024 and 2025. *(National progress scores are not available at GCSE for 2025 as year 11 students did not sit SATs due to the Pandemic.)*

Our success is also consistently featured in The Sunday Times Parent Power Guide. The latest publication in 2025, ranks IGS 7th across the north of England based on A-level and GCSE results for comprehensive schools and 1st across Leeds, Bradford and North Yorkshire. Whilst these rankings are based on attainment only, they are another fantastic acknowledgment of the hard work and dedication of remarkable students, staff and families.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their ‘Personal Best’ - from year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school’s commitment to evidence-informed practices and ‘best bets’ enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an employee benefits package through Vivup, and we have an embedded programme of extra-curricular, voluntary ‘Wellbeing Wednesday’ sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards and support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to Personal Best, consistent high quality, responsive teaching, and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

## **How to Apply**

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post. If you wish to also apply for the Lead Teacher of Politics role, please include this clearly in your application statements.

The closing date for this post is: **8am, Monday 18<sup>th</sup> May 2026**  
Provisional interview is scheduled for **Wednesday 20<sup>th</sup> May 2026**

If you do not receive an invite to interview by 18<sup>th</sup> May, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell  
Headteacher

# Generic Job Description

## Subject Teacher

**Responsible to:** Head of Department: History

**Overall responsibilities:** To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

### Summary of core duties:

#### □ **Planning**

- To have deep and fluent subject knowledge and understanding of the curriculum and sequencing to allow for confident teaching
- To plan for opportunities to model excellence in your subject through analogies, explanations and demonstrations
- To plan tasks that embed and reinforce learning, allowing opportunities to practise until learning is fluent and secure
- To personalise planning to meet the needs of all students, as individuals and as particular student cohorts (SEND, PP etc) through responsive and adaptive teaching
- To know and implement the information for students on the SEND Register
- To actively plan for the teaching of vocabulary, literacy, numeracy and oracy when structuring learning sequences
- To support the development and revision of curriculum design and schemes of work
- To contribute to the Curriculum Area Improvement Plan, and its implementation

#### □ **Teaching and Learning**

- To set appropriate sequence of learning tasks including learning objectives and rationale that are well-matched to students' needs
- To present and explain new ideas clearly, making connections to previous learning to support memory for learning
- To employ a variety of strategies to motivate, support and engage students
- To use questioning and dialogue to promote deep thinking amongst learners
- To develop and use the iPad to facilitate independent learning and support learning in lessons
- To set high-quality homework that encourages independent learning and consolidates prior learning
  - To support students with how to learn, using the best bets from cognitive science
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

#### □ **Assessment for Learning/ Responsive Teaching**

- To employ a range of responsive teaching strategies to elicit evidence of understanding and progress
  - To ensure regular, high-quality and diagnostic assessment to evidence learning
  - To give students actionable verbal and written feedback to guide their learning
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To help students plan, regulate and monitor their own learning

- To use data for future planning, support and intervention
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

#### ❑ **Personal Best**

- To promote and manage learning behaviours consistently and effectively, developing learner motivation so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing, knowing your students as individuals with specific needs
- To establish fair, respectful, trusting, supportive and constructive relationships
- To promote a positive climate of student-student relationships based on cooperation, respect and care so that all can learn effectively
- To have high expectations for all
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To communicate and consult with parents as required

#### ❑ **Enrichment**

- To commit to the department/curriculum programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, in other visits at home and abroad and support the school's whole-school Challenge and Celebration week

#### ❑ **Continuing Professional Development**

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share best practice and be creative
- To reflect on your practice and constantly strive to improve, using research, pedagogy and your knowledge of the students
- To commit to the school's CPD programme
- To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and ECTs

#### ❑ **Quality Assurance**

- To contribute to the school's self-evaluation procedures, including lesson observations and learning walks, work scrutiny, student voice and other QA activities

#### ❑ **Professional Standards**

- To meet the DfE National Teachers' and Personal and Professional Standards
- To contribute actively to the ethos, values and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written and spoken English
- To meet deadlines and model the highest professional standards in all aspects of schoolwork

- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

### ***VARIATION IN ROLE***

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

### **Recruitment and Selection Policy Statement**

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## ILKLEY GRAMMAR SCHOOL

### History and Politics Subject Profiles

#### History:

##### Departmental Ethos

The history department at Ilkley Grammar School is a forward-thinking, dedicated team with a passion for teaching and helping our students develop an excellent understanding of history.

We aim to plan engaging and enjoyable lessons which set out to ensure that students get genuine pleasure from learning history, as well as a buzz about experimenting with ideas. We believe our passion is infectious and encourages our students to share the same attitude towards this subject.

Attainment is high at GCSE and A Level, with the department performing above the national averages. Uptake is also strong, supporting twelve classes at GCSE, with three classes in Year 12 and Year 13.

##### The Team

The department currently consists of six history teachers, including the Head of Department.

##### The Curriculum

The curriculum is based on a six-period day. In Years 7 and 8 students study four lessons of history per fortnight. In Year 9, history remains compulsory with three lessons per fortnight. As an option subject at GCSE, there are six lessons per cycle with 11 lessons at A-level. Teaching is mixed ability in Years 7, 10, 11 and sixth form; in Years 8 and 9 students are set within their mixed ability bands: I, G and S.

In Year 7, students start with historical mystery, developing the basic skills historians use to investigate the past. They follow this with a study of life Ancient Rome, considering the ways Rome changed over time and how this led it become “extraordinary”. Students then complete two enquiries looking power in the Medieval world. They first look at the power of the Catholic Church before completing an enquiry about the Empress Matilda. This is enhanced with a study in depth focusing on life in Medieval England. The summer term focuses on a world study, looking at the Aztecs and their world.

In Year 8, students begin by studying Tudor England, focusing on the religious changes throughout the 16<sup>th</sup> century. Students first consider the reasons for Henry VIII’s Break with Rome, before looking at how subsequent religious changes affected the small community of Morebath. Students move on to study the Transatlantic Slave Trade and the Industrial Revolution. The year ends with a case study looking at the British Empire and finally an enquiry about the Suffragettes. In Year 9, history similarly begins with a study of the First World War. Students then study the “Roaring Twenties” and the rise of the Nazis in Germany. Year 9 ends with a comparative study of post war youth movements.

At GCSE, students study the new OCR SHP course (History B, 1-9). This course has been chosen due to the variety and breadth of topics that students can study, including both modern and medieval history. In Year 10 they study the People’s Health, the Norman Conquest and

a local site of historic significance. In Year 11 they study the Viking Expansion and Life in Nazi Germany.

At A Level, we teach AQA GCE covering Britain, c1851–1964, focusing on the changes and developments that occurred during the latter half of the nineteenth century and the early twentieth century. The Europe depth study taught is France in Revolution, 1774-1815. The coursework unit is a study of international relations in the Twentieth Century. As a whole, the A Level course has been constructed with the aim of providing students with a very broad historical base - both in terms of the different countries studied, and in terms of the different types of history - so that they enjoy the variety of their studies. Each year, a number of our students choose to continue their historical studies at university, and we wholly support them in this process.

### Independent Learning

In the department we are all passionate historians and believe that learning goes beyond the four walls of the classroom. As such, at Key Stage 3 we adopt an independent learning programme that very much encourages our students to conduct their own investigations, lead their own learning and visit historic sites in our local area.

### Enrichment

We are committed to providing students with opportunities to bring History to life and explore sites of interest outside school. In Year 9, we accompany 80 students to the First World War battlefields of Belgium (Leper) and France (Somme). In Year 11, GCSE students are invited to attend a visit to Munich where we study the rise of the Nazis, visit Dachau and take a day trip to Nuremberg to see the rally ground as well as visiting the beautiful medieval city itself.

### **Politics:**

Politics is a growing and successful subject with 2 groups currently in year 12 and 2 in year 13 and 3 new groups predicted for September 2026 in year 12. Academic standards are good with 30.5% of all grades at A/A\*; 61.7% at A\*-B and 80.75% at A\*-C over the last two years. Progress is good but requires focus with a 2-year average of ALPS 5.

The team comprises of 3 colleagues. The curriculum currently covers Edexcel GCE Politics Unit 1 and 2 in year 12 and Unit 3A USA in year 13.

Further information about the course can be found on the school website [HERE](#).

**Jonathan Adams**  
**Head of History**

**May 2026**

**ILKLEY GRAMMAR SCHOOL**  
**Personnel Specification**  
**Teacher of History and Politics**

<b>Qualification and Training</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
<b>Experience</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Successful experience of teaching history	E	Application and selection process
<input type="checkbox"/> Successful experience of teaching politics	D	
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of effective teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
<b>Knowledge, Skills and Abilities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> A passion for teaching history across Key Stage 4 and 5	E	Application and selection process
<input type="checkbox"/> A passion for teaching politics at Key Stage 5	D	
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	

<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
<b>Values</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Promotes and models the school values: Respect, Courage, Responsibility, Kindness, Resilience and Pride	E	
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
<b>Personal Qualities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective	E	

<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g., business use).	E	
<b>Safeguarding</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	