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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**LEAD TEACHER OF
POLITICS with
HISTORY**

TLR3

SEPT 2026

LEAD TEACHER OF POLITICS WITH HISTORY

Dear Applicant,

Thank you for requesting details for the position of Lead Teacher of Politics with History at Ilkley Grammar School. The post offers an exciting opportunity to teach politics and history, add leadership capacity within the Humanities Curriculum Area and make a positive difference in our outstanding school, a converter Academy, and the founding school of Moorlands Learning Trust (MLT). 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 politics through consistently excellent teaching. 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, with substantial capital investment to rebuild and refurbish parts of the school. Work commenced 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 2025 publication ranked 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.

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

- how you would lead developments in the curriculum and learning and teaching to ensure students have a memorable, enjoyable experience and make excellent progress in Politics
- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role

Closing date for applications is Monday 18th May 2026.
Interviews will be held Wednesday 20th May 2026.

If you do not receive an invitation to interview by Monday 18th May, we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Thank you again for your interest in our school.

A handwritten signature in black ink, appearing to read 'C Purnell', written in a cursive style.

Carly Purnell
Headteacher

SPECIFIC RESPONSIBILITIES OF THIS POST

A Lead Teacher of Politics provides strategic leadership and management within Humanities to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all students on the course. The core purpose of the Lead Teacher of Politics role is to ensure the curriculum is well-designed and well-implemented so that the quality of education leads to exceptional progress and attainment. Throughout their work, a Lead Teacher of Politics oversees the development of a well-sequenced, coherent curriculum, high quality teaching, effective use of resources and improved standards of education and achievement for post-16 students.

Whilst the Curriculum Leader has overall responsibility for the subject, the Lead Teacher of Politics has shared responsibility for the quality of teaching and learning, student achievement, and behaviour and safety within the subject and will play a major part in the development of curriculum area, namely the design of the curriculum and its effective implementation. A Lead Teacher of Politics uses their knowledge and experience of implementing and reviewing the curriculum to secure understanding of key concepts so that students are able to know more, remember more and make progress through the curriculum. Throughout their work, a Lead Teacher of Politics will monitor the implementation of the curriculum, using quality assurance to determine the impact of the curriculum in securing students' understanding.

The core purpose of the role will be to ensure high-quality provision across Politics, ensuring consistency of delivery and experience. Another focus of this role will be to develop approaches to pedagogy to ensure teaching Politics helps learners to practise new skills, remember the core concepts they have been taught and to ensure students have access to high-quality revision material to aid independent study. The Lead Teacher of Politics will stay abreast of examination reports and use these to inform further curricular developments and teaching approaches. It will also be important for the Lead Teacher of Politics to have an up-to-date knowledge of current affairs and to integrate this knowledge into the teaching of the curriculum.

In summary, the role will focus on the following areas of Leadership and Management:

- Establishing and sharing a curriculum intent for Politics
- Planning and reviewing the curriculum sequencing
- Leading teaching approaches to improve examination success and outcomes
- Resourcing the curriculum including assessment and homework
- Supporting colleagues with resourcing and delivery
- Overseeing intervention and revision support, through rigorous monitoring of student tracking
- Monitoring and evaluating the intent, implementation and impact of the curriculum

A. Strategic Policy and Planning

Within the context of the school's aims and policies, Lead Teachers support the development and implementation of subject policies, plans, targets and practices.

1. To establish a clear and ambitious vision for the subject, to have a Subject Improvement Plan and contribute to the Curriculum Area Improvement Plan.
2. To contribute to the Curriculum Area Handbook.
3. To attend regular Curriculum Area meetings and convene agenda items within Department meetings as appropriate with minutes circulated to team members and line managers.
4. To promote the subject within school and provide information as appropriate for option choices, promotional events, the Sixth Form and careers' guidance.
5. To promote high standards across the subject area and lead by example.
6. To keep abreast of current educational thinking, subject developments and current affairs.
7. To drive the development of a well-sequenced, ambitious curriculum which develops powerful knowledge, meets students' needs and tackles social disadvantage.
8. To promote a positive image of the school in the community, in particular contributing to whole school citizenship education and events, such as mock elections and extracurricular opportunities, such as debating club.
- 9.. To meet with the Head of History and/ or Humanities Curriculum Leader to review the progress and needs of the subject area annually and to forward plan.

B. Teaching and Learning

Subject Leads secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

1. To oversee and monitor the quality and the delivery of the curriculum across the subject area, evaluate its success and set targets for improvement.
2. To ensure consistency of practice across the subject area, with regard to lesson planning, the standard of teaching and learning, marking and assessment, homework etc.
3. To lead on eLearning and the consistent use of iPads to promote student progress and engagement, where appropriate.

4. To have high expectations of all students.
5. To determine schemes of work that are reviewed annually and to oversee course choice and examination syllabuses.
6. To monitor and track student performance and progress, seeing that assessment data is recorded and used, and that targets are set.
7. To implement intervention and support strategies for students.
8. To monitor and evaluate the quality of teaching and learning, and implement robust Quality Assurance that evidences best practice and brings about improvement.
9. To oversee discipline and guidance across the subject area, and ensure all staff follow Personal Best.
10. To encourage and develop extra-curricular and enrichment provision – events, fieldwork, visits, clubs, residentials, talks with local elected representatives or other relevant opportunities.

C. Leading and Managing Staff

Subject Leads provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain and secure improvement in teaching.

1. To determine with the Head of Department (History) and Curriculum Leader (Humanities) any job descriptions which are reviewed annually in the team.
2. To help promote a sense of unity across the Curriculum Area so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. Work alongside the Head of Department and/ or Curriculum Leader to monitor staff performance, supporting, challenging and setting targets.
4. To advise the Headteacher and Head of Department/ Curriculum Leader on appointment of staff to the Department, drawing up job specifications and sitting on interview panels as appropriate.
5. To oversee the induction of new staff.
6. To oversee Initial Teacher Training programmes as appropriate.
7. In consultation with the Head of Department/ Curriculum Leader, to deploy staff to teaching groups.

8. To monitor the continuing professional development of Department colleagues and manage Appraisals where appropriate.
9. To set a professional example in terms of teaching, attendance, energy and effectiveness.
10. To oversee and support the deployment of Learning Support Assistants and any technicians across the subject area.

D. Parents/Other Communication

1. To liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of coursework, homework, attendance or other concerns.
2. To liaise with Form Tutors, Year Leaders, Inclusion and SEN personnel and the Leadership Team as required.
3. To liaise with other secondary schools or Post 16 providers, outside agencies, industry and others as necessary.

E. Resources Management

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. With the Head of Department/ Curriculum Leader to manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.
3. To oversee stock control, storage and filing systems and regularly update inventories.
4. To support the creation of a safe, stimulating and attractive Curriculum Area and Department environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of Department accommodation.

This is a generic job description and is subject to review. Lead Teachers will have other specific responsibilities associated with their particular role.

ILKLEY GRAMMAR SCHOOL

Politics and History Subject Profiles

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 26 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 an 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](#)

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 16th 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 (Ieper) 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.

Jonathan Adams
Head of History

May 2026

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Lead Teacher of Politics

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Good Honours Degree in the subject	E	
<input type="checkbox"/> Good A levels	E	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of subject leadership and management with clear evidence of impact	D	Application form and selection process
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	D	
<input type="checkbox"/> Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
<input type="checkbox"/> Experience of involvement in curriculum design	E	
<input type="checkbox"/> Successful experience of delivering a curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to promote student learning and positive behaviour	E	
<input type="checkbox"/> Good understanding and use of data and how it can be used to raise standards and levels of achievement	E	
<input type="checkbox"/> Recognised as an outstanding classroom practitioner with proven success at all key stages, including A level	E	
<input type="checkbox"/> Experience of development planning and self-evaluation	D	
<input type="checkbox"/> Experience of leading relevant CPD	D	
<input type="checkbox"/> Experience of working with the wider school community including feeder schools and local business	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Experience of more than one school	D	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching Politics	E	Application and selection process
<input type="checkbox"/> Knowledge of how to promote outstanding learning and teaching across Politics	E	
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Knowledge of the Ofsted framework	E	
<input type="checkbox"/> The knowledge and ability to design an ambitious, connected and coherent Politics curriculum	E	

<input type="checkbox"/> Ability to demonstrate sound judgement and decision-making skills	E	
<input type="checkbox"/> Knowledge of national curriculum developments in Politics and accredited examination pathways	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate colleagues and 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	
Values	Essential/ Desirable E/D	How Identified
<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, wellbeing, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<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	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<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	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<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	
Safeguarding	Essential/ Desirable E/D	How Identified
<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	