

**Ofsted**  
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**Moorlands**  
Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**Associate Assistant  
Headteacher:  
Director of Maths**

**L9-L12**

*\*Recruitment allowance available for an  
exceptional candidate*

**September 2026**

**Ilkley Grammar School**  
**Associate Assistant Headteacher: Director of Maths**  
**L9- L12**

*\*Recruitment allowance available for an exceptional candidate*

Dear Applicant,

Thank you for requesting details for the position of Associate Assistant Headteachers: Director of Maths at Ilkley Grammar School. The post offers an exciting opportunity to teach maths, add significant leadership capacity within the Curriculum Area and the wider school Associate Leadership Team, 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 maths. 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. They will also join the Associate Leadership Team, who lead in wider aspects of school improvement and strategy. The role is required from September 2026.

This is an excellent opportunity for a current Head of Mathematics looking to take the next steps into senior leadership and will involve working closely with the Leadership and Associate Leadership Team, the Local Governing Body and Mathematics Team to further enhance the curriculum, teaching, learning and assessment to secure the best possible outcomes. With a strong track record in leadership, management and communication, we are looking for an outstanding practitioner who is able to lead improvement confidently, drive positive change and work effectively with leaders to support the school's strategic direction.

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. – this includes new facilities for maths. 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".

Progress at Key Stage 4 is significantly above national averages, 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 +.2 (above average and within the top 12% nationally), alongside an ALPS grade of 3 in both 2024 and 2025.

*(Note: No national progress scores were issued 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 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 you would lead developments in the curriculum and learning and teaching to ensure students have a memorable, enjoyable experience and make excellent progress in mathematics
- 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 8am Friday 20<sup>th</sup> March 2026**  
**Interviews will be held during the week commencing w/c 23<sup>rd</sup> March 2026**

If you do not receive an invitation to interview by Tuesday 24<sup>th</sup> March 2026, 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**

## Associate Assistant Headteacher

<b>Post Title:</b>	<b>Associate Assistant Headteacher: Director of Mathematics</b>
<b>Salary Grade:</b>	<b>L9- L12</b>
<b>Responsible to:</b>	<b>Deputy Headteacher</b>
<b>Responsible For:</b>	<b>Curriculum Team: Maths (and another whole school priority area to be determined on appointment of the successful candidate)</b>

An Associate Assistant Headteacher: Director of Mathematics provides strategic leadership and direction for the subject/s within the Curriculum Area. They ensure that subjects are managed and organised to meet the aims and objectives of the school and the subjects. While the Headteacher and governors carry overall responsibility for school improvement, a Associate Assistant Headteacher: Director of Mathematics has responsibility for securing high standards of teaching and learning in their subject/s as well as playing a major role in the development of school and curriculum area policy and practice. Throughout their work, they ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.

The key areas of leadership are:

- Strategic direction and development of the curriculum area
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources.

### **A. STRATEGIC POLICY AND PLANNING**

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

1. To lead the strategic development of the Curriculum Area.
2. To establish a clear and ambitious curriculum vision and draw up an Improvement Plan for the Curriculum Area, consistent with the Academy Development Plan, which sets out improvement strategies on developing teaching and learning and enhancing achievement. This will be reviewed regularly and revised annually.
3. To evaluate the Curriculum Area strengths and areas for development, produce a SEF using criteria from the Ofsted framework to forward plan key strategic priorities
4. To lead the design of a clear, coherent, ambitious and carefully sequenced curriculum intent across all key stages.
5. To use the Ofsted framework as one of the drivers for improvement.
6. To develop, regularly review and update a Curriculum Area handbook, oversee

Department/Key Stage handbooks and any other documentation as appropriate.

7. To determine Curriculum Area policy statements that translate whole-school policies into effective practice.
8. To represent the Area at Curriculum Leadership meetings and any other relevant meetings inside and outside of school, and feedback policy and practice.
9. To convene regular Curriculum Area meetings with agendas and minutes circulated to team members and the Leadership Team line manager.
10. To promote the Curriculum and the subject areas within school and provide information as appropriate for option choices, promotional events, the Sixth Form and careers' guidance.
11. To promote high standards across the Curriculum Area and lead by example.
12. To keep abreast of current educational thinking, academic research and curriculum developments.
13. To promote a positive image of the school in the community.
14. To meet with the Leadership Team link to regularly review the progress and needs of the Curriculum Area and to forward plan.
15. To consult data, evidence and research rigorously and critically to deploy the most transformative, high impact strategies to improve the quality of education in the Curriculum Area.
16. To contribute to the development of the Academy Development Plan and attend relevant Leadership Team Meetings to provide strategic updates on the Curriculum Area.

## **B. TEACHING AND LEARNING**

Curriculum Leaders secure and sustain effective teaching of the subjects, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. Curriculum Leaders lead the design and implementation of the curriculum and ensure it is constructed well and taught well, so that students know more, remember more and can do more.

1. To lead the effective implementation of the planned curriculum ensuring there is a 'connectedness' between curriculum, teaching, assessment and standards.
2. To lead the delivery of well-structured, challenging and engaging lessons in line with the curriculum sequence, ensuring excellent progress is promoted.
3. To oversee and monitor the quality, impact and delivery of the curriculum across the Curriculum Area, evaluate its success and set targets for improvement.

4. To ensure consistency of practice across the Curriculum Area, with regard to lesson planning, the standard of teaching and learning, marking, feedback and assessment, homework etc.
5. To lead on eLearning and the consistent use of iPads to promote student progress and engagement.
6. To have high expectations of all students and communicate an unwavering belief in the potential of all.
7. To lead the review, development and implementation of effective schemes of work and teaching materials in supporting the curriculum intent.
8. To ensure that SEND and inclusion policies are enacted within the classroom and the overall Curriculum Area, and support for students with SEND is in line with their student passports/EHCP.
9. To review, and have a clear rationale for, course choices and examination syllabi.
10. Lead the accurate and productive use of assessment, including embedded formative assessment practice so that students know their strengths and areas for improvement and make progress.
11. To monitor and track student performance and progress, ensuring that assessment data is used effectively, and that targets are set.
12. To use internal assessment data and published performance data to draw conclusions, determine lines of enquiry and to continually improve the curriculum and teaching.
13. To implement intervention and support strategies for students.
14. To monitor and evaluate the quality of education in the Curriculum Area, and implement robust Quality Assurance that evidences best practice, consults first-hand evidence of how pupils are doing and brings about sustainable improvement.
15. To oversee Curriculum Area discipline and guidance.
16. To encourage and develop extra-curricular and enrichment provision – events, fieldwork, visits, clubs, residential or other opportunities.
17. To ensure the sustained development of literacy and numeracy skills across the curriculum.

### **C. LEADING AND MANAGING STAFF**

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

1. To determine job descriptions which are reviewed annually.
2. To promote a sense of unity across the Curriculum Area so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. To monitor staff performance and develop staff by supporting, challenging and setting targets.
4. To advise the Headteacher on appointment of staff to the Curriculum Area, 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 Leadership Team, deploy staff to teaching groups.
8. To engage critically with research and lead the professional development of colleagues to strengthen their subject, pedagogical and pedagogical content knowledge which consistently translates into improvements in the teaching of the curriculum.
9. To oversee and monitor the professional development of Curriculum Area colleagues and manage appraisal as Team Leader of relevant staff.
10. To set a professional example in terms of teaching, attendance, energy and effectiveness.
11. To oversee and support the deployment of support assistants so they effectively raise the quality of learning and achievement.
12. To support staff wellbeing and consider workload within the Curriculum 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 homework, attendance or other concerns.
2. To liaise with governors as appropriate.
3. To liaise with Form Tutors, Heads of Year, pastoral and inclusion personnel and the Leadership Team as required.
4. To liaise with primary schools, outside agencies, industry and others as necessary.
5. To lead/attend meetings to inform parents of new developments, intervention strategies etc.

**E. RESOURCES MANAGEMENT**

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. 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 determine a safe, stimulating and attractive Curriculum Area environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of the Curriculum Area accommodation.

This is a generic job description and is subject to review. Curriculum Leaders may have other specific responsibilities associated with their particular curriculum role.

It must be noted that whilst the Curriculum Leader has overall accountability and responsibility, the Curriculum Leader role is supported by a number of TLR holders, including colleagues with responsibility for each Key Stage; tasks and responsibilities should be delegated in line with the TLR and in accordance to the time allocated for their leadership and management responsibilities.

## ILKLEY GRAMMAR SCHOOL

### Mathematics Subject Profile

In the mathematics department at IGS, we strive to ensure that all our learners, regardless of prior-attainment and background, become increasingly confident and successful with mathematics. Our curriculum is carefully designed to enable learners to gain the skills they need in later life while also fostering a growing enjoyment for the subject. We have a strong belief that the standards we achieve are as a direct result of both effective teamwork, collaboration and individual responsibility.

The Mathematics Curriculum Area currently comprises of 18 teachers, including part time members of staff. Within the team there is a KS3 Coordinator, a KS5 Coordinator and two 2<sup>nds</sup> in Department (KS4 Leaders) – in addition to the Curriculum Leader. Other colleagues within the department have whole-school responsibilities, lead on ECT and ITT mentoring, and support with the maths challenge competitions that we run throughout the year.

In years 7 and 8, we follow a Teaching for Mastery approach to our planning and teaching, using adapted White Rose schemes of work. Students are taught in sets, which are determined by the level of support and challenge that each student requires. We prioritise depth in understanding, and our carefully planned CPD programme ensures that colleagues are confident in delivering key maths topics regardless of experience.

At key stage 4, all groups continue to be set according to need. We currently use Edexcel schemes of learning for GCSE and offer AQA Level 2 Further Maths to selected students. We are continuing to develop an interactive scheme of work with access to interesting and varied electronic resources.

In the summer of 2025, 86% of students achieved grade 4 or better, and 31% gained grade 7 or above. We have a significant proportion of learners who work at the very highest level, with 18% of students achieving grade 8 or 9 last year. To ensure the best outcomes for our students, we strive for gradual improvement rather than complacency. Therefore, our schemes, practices and policies are fluid, adapting to new research, best practices and student needs.

At Post-16, mathematics is a highly successful subject, which attracts large numbers of students every year. It is routinely one of the most popular subjects in the school. There are currently five AS Maths groups and four A Level groups, alongside one Further Maths A Level class in each year, and three Core Maths classes in Year 12. The Edexcel specification is now being followed for the current Year 12 and is well resourced. A-Level results have been consistently positive over the last few academic years; in 2025, we are proud to report that 60% of students gained an A/A\*.

Throughout the team, we believe that good teaching and learning results from positive relationships with parents and students, from well-planned lessons and consistent, high-quality feedback. While traditional teaching methods are in use, interactive lessons using effective questioning, rich and challenging activities, group work and discussion are also commonplace.

We work mainly in twelve mathematics classrooms, with most teachers having their own room. We also have a dedicated office for mathematics staff. There is a digital projector and interactive whiteboard in every classroom, and we are developing our shared electronic resources for every key stage to continue to drive our school-wide commitment to reducing teacher workload.

We are pleased with the results which our students achieve and attribute it to the positive working atmosphere in lessons and the hard work and dedication of the team. We have a firm belief in sharing ideas and resources and supporting each other in our aim to continue to drive high standards. Hard work, a sense of humour and genuine enthusiasm for teaching the subject ensure that our work is both demanding and rewarding.

Ofsted have recognised the school as 'outstanding' in all areas December 2024, with mathematics playing a key role in this judgement.

Craig Johnson  
February 2026

**ILKLEY GRAMMAR SCHOOL**  
**Personnel Specification**  
**Associate Assistant Headteacher: Director of Maths**

<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"/> 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	
<b>Experience</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Experience of current responsibility within maths and ability to demonstrate impact and improvement	E	Application form and selection process
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	E	
<input type="checkbox"/> Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
<input type="checkbox"/> Successful experience of delivering a responsive 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"/> Excellent understanding of data and how it can be used to raise standards	E	
<input type="checkbox"/> Experience of contributing to development planning and self-evaluation	E	
<input type="checkbox"/> Proven impact on results at GCSE and Advanced level	E	
<input type="checkbox"/> Experience of leading relevant CPD	E	
<input type="checkbox"/> Experience of working with the wider school community including feeder schools and local business	D	
<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	E	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Experience of more than one school	D	
<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"/> Excellent knowledge and understanding of current curriculum developments and how students learn	E	Application and selection process
<input type="checkbox"/> Ability to demonstrate sound judgement and decision making skills	E	
<input type="checkbox"/> Clear and up to date knowledge of the Ofsted framework	E	
<input type="checkbox"/> Ability to think and plan strategically	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"/> Ability to support, challenge and hold colleagues to account others	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"/> Ability to think analytically to produce and draw conclusions from data	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"/> 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	
<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"/> Personal impact and presence	E	
<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	
<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	