

10 October 2017

Dear Candidate

Thank you for your interest in applying for the position of Subject Leader/ 2i-c Science at Acland Burghley School.

I enclose a pack containing:

1. Job advert
2. Job Description and Selection Criteria
3. Our Ofsted Monitoring Inspection letter – September 2016
4. Brief Facts
5. Where to find us

The application form is available at www.aclandburghley.camden.sch.uk in the vacancies section. Please return your completed form to recruitment@aclandburghley.camden.sch.uk or post to the school address.

I look forward to receiving your completed application form and a statement of no more than 2 sides of A4 by 9am on Monday 16 October 2017. Please ensure that your statement demonstrates how you meet the requirements in the person specification. We do not accept CVs.

Interviews will be held on Wednesday 18 & Thursday 19 October 2017

We will acknowledge your application and hope to meet you. However, if you do not hear from us before the interview date you should assume that your application has been unsuccessful.

The school is committed to the protection and safety of children and young people. We expect all staff to share this commitment. Any position offered at the end of the interview process will be subject to verification of right to work in the UK, qualifications requirements, satisfactory DBS Enhanced Disclosure, teacher prohibition and barred list checks, Pre-employment medical screening and satisfactory references. If you work in a school, one of your referees must be your current or most recent Head Teacher.

Thank you for your interest in Acland Burghley. I look forward to hearing from you.

Yours sincerely

Michelle Lineham
HR Officer

Headteacher Nicholas John

Associate Headteacher Paul Newbury

Burghley Road London NW5 1UJ

t.020 7485 8515

f.020 7284 3462

e.info@aclandburghley.camden.sch.uk

w.aclandburghley.camden.sch.uk





Required for January 2018

Subject Leader/2ic for Science

**Inner London pay range
TLR 2b**

The Governing Body of Acland Burghley School is seeking to appoint an outstanding Subject Leader/2ic for Science.

Working with the Head of Faculty for Science, this is an exciting career opportunity for an outstanding classroom teacher to extend and develop their leadership skills within a dynamic faculty. Responsibilities include developing curriculum provision and assessment to ensure that all students make excellent progress. The postholder will also work closely with our Lead Practitioner for Science to develop outstanding pedagogy across the faculty.

We currently offer a full range of courses from KS3-5, including A level Biology and A level Chemistry as well as a Level 3 BTEC in Applied Science. We welcome applications from all science disciplines.

The successful candidate will be passionate about science learning and will have a strong commitment to ensuring that every child achieves the highest possible academic standards. S/he will also be a highly effective, confident and articulate team player with excellent communication skills, whose reflective practice and high professional standards make impact on the performance of others. This post will provide opportunities to develop leadership skills in a fast-moving and ambitious school. Our results in June 2017 are the best the school has had for many years and we are confident that we will be providing outstanding educational provision for our local community within the next 2 years.

Above all, applicants for the posts should demonstrate an uncompromising belief in the potential of every student, and the skills to build the capacity of staff at the school so that every child succeeds.

If you would like to play your part in securing outstanding provision for our students, we would very much like to hear from you.

To arrange an informal telephone conversation or a visit to the school, please email Michelle Lineham on recruitment@aclandburghley.camden.sch.uk.

Closing date for applications: 9.00am Monday 16 October 2017
Interviews will be held on Wednesday 18 & Thursday 19 October 2017

For further details of the post and to download an application pack please visit www.aclandburghley.camden.sch.uk.
Please note: we do not accept CVs.

Acland Burghley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates will be required to undergo an enhanced DBS Check and to demonstrate full understanding of the school's safeguarding policies and procedures.

Acland Burghley School

JOB DESCRIPTION			
Post Title:	SUBJECT LEADER	Grade:	Inner London pay scale TLR 2b
Department:	Achievement and Standards	Date:	September 2017
Responsible to: Associate Headteacher			

INTRODUCTION

In addition to the duties covered by the School Teacher's Pay and Conditions Document, as a key member of the Middle Leadership Team, the Subject Leader will have a key role in strategic leadership and development, formulating policy and monitoring key aspects of provision.

The following are generic responsibilities of the post:

Curriculum

- To ensure that every child receives excellent curriculum provision in the relevant subject areas, in line with statutory guidelines, at KS3, 4 and 5
- To choose KS4 and 5 specification and a KS3 scheme of learning which is suited to the learning needs, the culture and the high standards expected of the students at ABS
- To design a long term plan at KS3, 4 and 5 which ensures that there is pace and challenge, breadth of curriculum coverage and regular opportunities for assessment
- To ensure coverage of all learning objectives at least yearly in each subject
- To coordinate the writing and updating of medium term plans and schemes of work
- To ensure that curriculum plans are differentiated to meet the needs of all students, including those with EHCPs and those supported in the school's specialist ASD Base
- To provide multiple opportunities in the subject curriculum to develop students' literacy including extended writing, challenging and varied reading, and opportunities for speaking and listening
- To provide ample opportunities for students to work in teams and small groups, in pairs and individually across the subject curriculum
- To provide opportunities for students to develop their skills in Numeracy and ICT
- To have regard for students' social, moral, spiritual and cultural development, including teaching about core British values, and to provide for this in curriculum plans
- To develop a rich and varied extended curriculum offer within the subject area, including enrichment clubs and activities, and trips and visits
- To provide opportunities for students to develop their personal, learning and thinking skills

- To provide opportunities for students to express their opinions about the curriculum and to have some ownership over what they learn and how they learn it
- To integrate the Social and Emotional Aspects of Learning into curriculum planning

Learning and Teaching

- To lead on classroom practice across the subject area, embedding the Teaching and Learning Framework as a central part of the ABS 'house style'
- To develop an ethos within the subject area that every lesson counts
- To oversee colleagues' lesson planning and preparation
- To lead on marking and assessment within the subject area
- To be responsible for the pace and level of challenge in lessons in the subject area, and that students make good progress
- To ensure that short term planning leads to progression
- To take a lead in subject specific pedagogy including questioning, learning styles and oracy
- To work with other TLR holders, including the HoF and LPs, to improve the standard of Teaching and Learning within the subject area
- To devise and manage formative and summative assessment in the subject area, and to collate results and analysis
- To lead on Assessment for Learning in the Subject Area, focusing on student understanding of the assessment system, and on next steps for progress
- To manage the resources of the subject area efficiently to maximise the potential for making lessons stimulating and varied

Leadership and Management

- To support HoF in leadership of the faculty, deputing as required, and attending middle leaders' meetings (A&S, SPRs, QPRs, QP) as required
- To lead on self-evaluation within the subject area, including by conducting MER activities
- To line manage colleagues and TLAs
- To support colleagues with ensuring excellent behaviour for learning within the subject area
- To take responsibility for the appearance of the curriculum area, both its classrooms, corridors and other spaces, and its appearance on the school website
- To take responsibility for security of student work in the subject area
- To oversee examination entries

Outcomes

- To have overall responsibility, together with the HoF, for achievement and standards within the subject area
- To work with the faculty and key stage teams to ensure that outcomes for students with AEN and those eligible for the pupil premium, and other disadvantaged groups, make excellent progress
- To contribute to faculty self-evaluation, including writing exam results analysis
- To contribute to faculty improvement planning
- To lead on interventions for students who are at risk of falling behind

The Subject Leader will work under the leadership of the Head of Faculty and will attend Quality of Provision meetings as a QP Representative for the relevant faculty.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Headteacher.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed	_____	Date	_____
	Postholder		

Signed	_____	Date	_____
	Headteacher		

Acland Burghley School

Person Specification

Subject Leader (Science)

Education, Qualifications & Experience	<ol style="list-style-type: none"> 1. Qualified Teacher Status 2. Record of excellent classroom practice 3. Evidence of continuing programme of appropriate professional development 4. Teaching widely across the age and ability range at Key Stages 3, 4 and 5 5. Record of participation in activities beyond own classroom designed to have impact on student progress either at subject or year/house level, such as organising extra-curricular activities or working for an examination board
Knowledge, Skills & Understanding	<ol style="list-style-type: none"> 1. Ability to write quality curriculum plans for the short, medium and long term which ensure pace, challenge and progression within every lesson 1. Ability to create resources for teaching and engaging students in their learning 2. Ability to coach colleagues on their daily practice in planning, teaching and assessment 3. Ability to project a positive image of the subject across the school community to students, colleagues and parents 4. Ability to lead and manage a team of colleagues, including other middle leaders 5. Excellent inter-personal skills 6. Ability to contribute effectively to the leadership of QTLA at ABS 7. Statutory curricula and non-statutory frameworks, especially the requirements of National Curriculum orders 8. Excellent knowledge and understanding of the requirements of the <i>SEN Code of Practice 2014</i> 9. Critical understanding of the most effective teaching, learning and behaviour management strategies 10. Broad knowledge of the variety of courses and syllabuses on offer within the subject area 11. Confident understanding of the role of assessment and AfL in securing pupil progress 12. Detailed grasp of lines of progression, and of grades/levels in the subject 13. Confident grasp of strategies to differentiate teaching and personalise learning 14. Knowledge of the parts played by Literacy, Numeracy and ICT in learning

	<ul style="list-style-type: none"> 15. Up to date knowledge of a range of effective learning and teaching initiatives 16. Extensive knowledge on matters concerning equality, inclusion and diversity in teaching
Professional Expertise	<ul style="list-style-type: none"> 1. Commitment to helping every child achieve his or her very best 2. High aspirations for children and for ABS 3. A 'can do' approach to work in school 4. Commitment to the protection and safeguarding of children and young people
Monitoring, Evaluation & Review and Accountability	<ul style="list-style-type: none"> 1. Has the skills and aptitude to lead and manage colleagues and to be accountable for student outcomes. 2. Ability to monitor performance (student, curricular, faculty, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary.
Other Professional Requirements	<ul style="list-style-type: none"> 1. A willingness to initiate and participate in both cross curricular and extra-curricular activities. 2. Has the ability to work with parents, external agencies and the wider community. 3. Determination to promote a culture that celebrates success. 4. Leads by example, setting high standards of punctuality, dress and conduct. 5. Clarity of thought and vision with proven ability to finish a task.



This is an exciting time to join Acland Burghley School

Our vision

Acland Burghley School's diverse, inclusive and truly comprehensive community will be recognised across London as a centre for excellence in learning, where all students are supported and challenged to engage creatively, collaboratively and rigorously to fulfil high ambitions for themselves and for the school.

Acland Burghley students will have the qualifications, skills, resilience and insight to meet the demands of working, family and community life, and the empathy, confidence and will to work with others to achieve a better future.

Overview

Acland Burghley is a mixed comprehensive school in the London Borough of Camden. There are approximately 900 students in Y7-11 and a further 250 in the sixth form. The school is part of the popular and highly successful sixth form consortium called LaSWAP with Parliament Hill, La Sainte Union and William Ellis Schools.

As a local community school, Acland Burghley reflects the diversity of the residents in our area, with a balanced intake of ability and social class. The majority of students come from ten primary schools in Camden and Islington borough and our local reputation is high. We are committed to a broad and balanced curriculum, with the aim of achieving academic excellence for all. The school is a Specialist Arts College and there is also a strong emphasis on creativity and participation in a wide range of arts activities and events.

In February 2015, Governors were pleased to announce the appointment of Nicholas John as our new Headteacher. Nicholas joined the school in September 2015 from St Paul's Way Trust School where he worked as part of the senior management team, moving the school from Ofsted 'inadequate' to 'outstanding'. He also has a strong track record of leading improvement projects in other London schools. His appointment was followed by a restructure of our senior leadership team that now comprises an Associate Headteacher, four Directors of Learning (for KS3, KS4, KS5 and AEN & Inclusion) and a Strategy & Business Manager.

An Ofsted inspection in February 2016 endorsed our strategies to move the school from 'requires improvement' to 'outstanding'. The report said that "leaders know exactly what needs doing" and are "addressing issues head on". Inspectors were pleased with the speed of change and commented on how "teaching and standards are improving". The new Headteacher is a "key strength of the school" and is "ably supported by a new and effective team". Governors are commended too for being "instrumental" in tackling underperformance. They also noted that "parents are strongly supportive of the school".

These judgements were reinforced by a Section 5 Ofsted monitoring visit in September 2016. The inspector acknowledged the significant and demonstrable improvements that had already been made and noted the clear sense of urgency and purpose to our development plans. High expectations are evident, assessments are regular and detailed and "the recruitment of high-quality teaching staff complements the whole-school focus on improving the quality of teaching and learning across the curriculum".

Our staff have enormous energy, commitment and strong beliefs supporting the School and its aims. The Governing Body are made up of a high number of current and former parents.

Achievement is improving at GCSE and strong at A level. There was a significant increase in the number of top A*-A grades this year. We are committed to raising achievement for all students through high-quality teaching that secures progress for all in each lesson, and embedding positive attitudes to learning in all our students. Some groups of students still underachieve at KS4; addressing this issue is a key school priority.

Relationships within the school are excellent and behaviour is well managed. The school has benefited enormously from its ABC peer support programme. The award-winning scheme is now nationally and internationally known and student mentors are regularly invited to other schools to demonstrate their value.

The school has developed an innovative whole-school approach to educational inclusion designed to ensure that all our students' access high-quality education and that barriers to learning are effectively tackled. Our support for students' SEN is a source of pride. Ofsted confirmed that 'those with special educational needs and/or disabilities make progress in line with their peers and in some cases exceed it'. We have a specialist Resource Base for students with autism, through which students who would not otherwise be able to access mainstream secondary education are supported.

There is active and considerable support from parents and families, focused through ABPTA, the Acland Burghley Parent Teacher Association. ABPTA organises meetings to give parents and staff an opportunity to meet to discuss issues. They also organise social events and fundraising.

Learning to succeed together

We are proud to be a true comprehensive and value every one of our students as the individuals they are. Our diverse and inclusive community sustains a stimulating, rich and harmonious learning environment. We work together to seek out and develop individual talent, aiming for outstanding achievement from everyone. We have our sights set on excellence and know it is within the grasp of all.

We are completely committed to sustained progress in learning across a broad curriculum. High-quality specialist teaching inspires our students and motivates them for independent learning; extensive expert support secures access for all; and the diverse and challenging curriculum and extra-curricular programme extends the boundaries of students' experience.

As an arts specialist school, we champion creativity across the curriculum as a stimulating route to personal development, self-confidence and success. We build students' ability to think creatively, express themselves effectively, find their personal passions and engage with the world around them. Our students confront new ideas through confident exploration and create diverse, personal and discerning responses. They become expert learners and teachers.

We are preparing our students to lead successful, happy and fulfilled lives and to recognise the mutual benefits and obligations that stem from being part of a community. They learn to stand up for what matters. Our high expectations for collaboration, respect and personal responsibility lead to strong and positive relationships. Excellent standards of behaviour flow from a shared understanding between staff, students and parents of the right way to behave in a learning community.

All students participate fully, building their confidence, enjoyment and capacity for leadership. Their unique contributions sustain Acland Burghley as a vibrant, forward-looking and innovative community.

For further information please see www.aclandburghley.camden.sch.uk

Where to find us

The school stands on the border of Camden with Islington. It is close to Tufnell Park underground station and to Kentish Town (Thameslink) and several bus routes pass nearby. Car parking space is available on the school site.

The nearest tube station is **Tufnell Park** (Northern line – High Barnet or Mill Hill East branch). The nearest train station is **Gospel Oak** (London Overground) which is a 15 minute walk from the school.



Acland Burghley School
Burghley Road
London
NW5 1UJ

t 020 7485 8515
f 020 7284 3462
e info@aclandburghley.camden.sch.uk (general enquiries)
recruitment@aclandburghley.camden.sch.uk (application enquiries)
w www.aclandburghley.camden.sch.uk

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



26 September 2016

Nicholas John
Headteacher
Acland Burghley School
Burghley Road
London
NW5 1UJ

Dear Mr John

Requires improvement: monitoring inspection visit to Acland Burghley School

Following my visit to your school on 16 September 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2016. It was carried out under section 8 of the Education Act 2005.

At its section 5 inspection before the one that took place in February 2016, the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.

The school should take further action to:

- ensure that consistently high-quality teaching enables all pupils to make substantial progress from their starting points
- support middle leaders to deliver the actions identified in the school development plan.

Evidence

During the inspection, meetings were held with the headteacher, associate headteacher, senior and middle leaders, the chair and vice-chair of the governing body, pupils and two representatives of the local authority. The purpose of these meetings was to discuss the actions taken since the last inspection. The school improvement plan was evaluated. Short visits were made to lessons in mathematics and English.

Context

A new headteacher joined the school in September 2015. In the four terms he has been in post, significant staffing restructures, curriculum changes and a focus on improving pupils' attitudes to learning have resulted in a changed ethos and culture throughout the school. The governing body and local authority are fully supportive of the new headteacher, the senior leadership team and their vision for further school improvement.

Main findings

In a short space of time the new headteacher has been instrumental in delivering significant improvements. The restructured senior leadership team has a shared vision of the high quality of education that they intend to provide at Acland Burghley and a clear plan to address any potential barriers. There is a clear sense of urgency and purpose to their endeavours and, as such, there have already been demonstrable improvements. Performance management arrangements are robust and there are now clear lines of accountability. The headteacher has made key appointments, particularly at middle leadership level, and reassigned the roles and responsibilities of key leaders. The recruitment of high-quality teaching staff complements the whole-school focus on improving the quality of teaching, learning and assessment across the curriculum.

School leaders have prioritised improving teaching and learning in mathematics. A capable and cohesive team is now in place, supported by a range of external support, to accelerate developments within the department. As a result, pupils' mathematical confidence has grown. However, leaders are not complacent. They know that poor teaching over time may have resulted in gaps in some pupils' knowledge and understanding. Robust and regular assessment enables the department to plug any such gaps or misconceptions.

Higher expectations in relation to the quality of teaching, learning and assessment are now evident. Senior and middle leaders regularly monitor the quality of teaching and feedback given to pupils about how they can improve their work. Assessments are regular and detailed and are used to inform teachers' planning. The school's

'flying start' programme, which began in June, added renewed energy to the academic year and eased pupils' transition into their new year group. Teachers know their pupils well and plan accordingly.

Pupils' attitudes to learning continue to improve. Staff encourage pupils to self-regulate their behaviour and support them to understand when it prevents them or others from learning. Conduct around the large school site is orderly. New Year 7 pupils described the effective support they received so that they could quickly settle into school life.

I am pleased to confirm that senior leaders and governors are taking effective action. However, school leaders know that there is still much to do to ensure that all pupils and groups of pupils make substantial progress from their starting points. While information provided by school leaders indicates that improvements were made in 2016, clearly there is more to be done if the school is to be considered good at its next inspection. A whole-school focus on improving the progress of disadvantaged pupils, particularly the White British, is beginning to have an impact.

External support

The local authority has provided consistently good challenge and support. It has brokered a plethora of external support to address specific areas of development, supported the governing body in appointing the new headteacher and regularly reviews the impact of its actions on school improvement. The local authority is confident that school leaders have the capacity and capability to make the necessary school improvements.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Camden. This letter will be published on the Ofsted website.

Yours sincerely

Helen Matthews
Her Majesty's Inspector