



London Enterprise Academy

"Learning for Life"



Teaching Apprentice Recruitment Pack

Salary: £19,500 - £22,500



*We know what we
are, but know not
what we may be*

WILLIAM SHAKESPEARE

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Dear Applicant,

Thank you for taking the time to find out more about London Enterprise Academy (LEA). This pack is intended to give you information about the role and our school's vision and ethos.

The academy opened in a refurbished office block in the heart of London's East end to its first cohort of Year 7 students in September 2014. The academy is easily accessible from Aldgate East, Whitechapel and Shadwell stations.

We aim to be outstanding in all areas and become a centre of excellence in everything we do. Staff at LEA are reflective, committed professionals, willing to do whatever it takes for our students to achieve the very best results. All students are encouraged to continue their education and to progress to university. We work closely with local universities and employers to achieve this vision, and to give students access to a level of expertise rarely seen in the state sector.

In addition to offering a broad and balanced curriculum, the academy places particular emphasis on the development of enterprise skills. We have been able to develop links with the employers in the city of London and Canary Wharf to provide mentoring to our students.

At LEA we develop students who have a passion for learning and enquiry, and the maturity to self-direct their studies and take control of their own futures.

The successful candidate will join myself and other members of the founding staff team (details attached in this pack) in order to lead and manage the development of the academy.

This role represents a unique opportunity to join an academy with the highest expectations for students and staff, and to help shape the future of the academy.

Our facilities include modern classrooms fitted with the latest technology to make working and learning fun and exciting. All our teachers and students are supplied with their own iPads to use in school and at home.

I am looking for someone who has the necessary skills, drive and experience to excel in this role, and who can set the standard for teachers who join us year on year as the academy grows.

As Principal there is no greater priority for me than the recruitment and development of staff. My aim at LEA is to create a school which is truly exceptional in everything it does. To do that I need an exceptional team. I understand that I will be asking a lot from the staff, but in return I can promise extensive support and development opportunities.

If you would like to apply, please complete the application form that can be found online at www.londonenterpriseacademy.org and return it via e-mail to Gemma Currie at admin@londonenterpriseacademy.org by **21st June 2018 (may close earlier if enough applications received)**. If you have any queries please contact me directly on 020 7426 0746.

I look forward to receiving your application.

Ashid Ali, BSc (Hons), PGCE, MA (Ed), NPQH
Principal

Executive Summary

Our vision is to establish an outstanding school that will ensure students achieve personal success in their school life and beyond. We believe success at school provides a strong foundation for students to become engaged citizens who believe in themselves and can bring about positive change, for themselves and the society they live in.

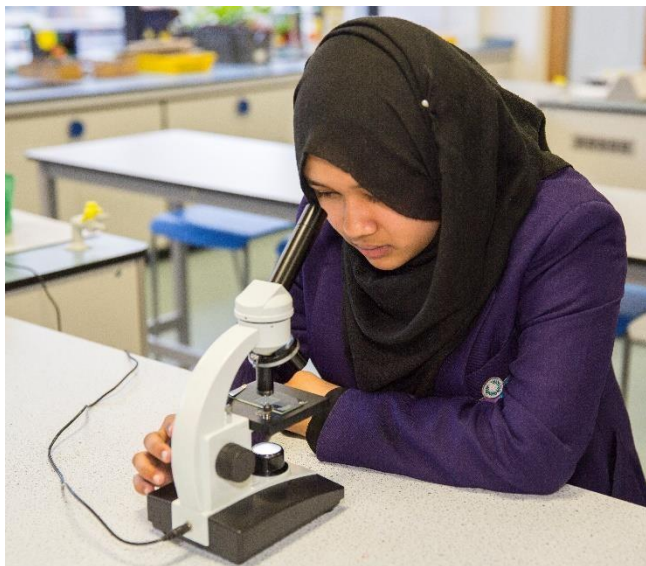
In addition to achieving academic excellence, we instil in every child the beliefs, behaviours and attitudes that will underpin success in life. This means that every student is equipped to:

- Create and seize opportunities for themselves and others
- Contribute to Big Society
- Bridge the skills gap faced by future employers

Our school's ethos supports this vision by creating a school that is sympathetic to the social background of the students given the Tower Hamlets location and pro-active with respect to the unique opportunities this dynamic and well situated borough affords.

Central to our school's ethos is a student-centric and individualised learning approach designed to achieve personal success for each and every student, regardless of where their abilities lie. To fully equip our students as engaged citizens who will have the right skills to be active participants in British society, our curriculum is designed with an emphasis on:

- Academic excellence – our school provides a safe, caring and supportive learning environment in which every individual can beat their personal best. This is achieved through commitment to excellence from all, and no excuses.
- Enterprise – a can do attitude, creativity, informed risk-taking and a drive to succeed. These are all key ingredients to success whether in academia, business or social enterprise.



Curriculum and approach to teaching and learning

Alongside our vision for student outcomes, the most significant influence on our choice of teaching approach and on curriculum design is the social background of our students. Thus:

- A small school ethos, human relationships
- We believe that all young people can prosper. This individual attention is most likely to succeed in a small school environment where each child is well known to staff.
- A broad and balanced curriculum taught via a personalised learning methodology that has been proven to deliver excellent results in small charter schools in Sweden and the USA
- An extensive range of extra-curricular activities offered to draw out hidden talent and stretch gifted students
- Home-school relationships are important in engaging parents



Focus on enterprise

- We want students and the local community to take full advantage of the Tower Hamlets location. With access to the city of London, academic and arts institutions, and technology and creative industries.
- Enterprise focus – can do attitude, drive to succeed and confidence to take risks. It would be a wasted opportunity for students, the local community and the wider economy if the advantages afforded by the Tower Hamlets location made no difference.
- Cater for pupils of all abilities

High expectations and celebrations of pupil achievement

Education is the most effective tool for those seeking to better their quality of life. The solutions to poverty, social exclusion, disadvantage and deprivation lie not with others, but within an individual. The individual has the power to make a positive difference and transform his/her life circumstances as demonstrated by many in our group who set up LEA.

We believe that educational benefit should be measured beyond an exclusively narrow focus on academic attainment. This is not to say that we do not measure academic ability – we do and our standards are very high. What we do know is that children need a wider range of capabilities when leaving school and our approach to high expectations and pupil achievement reflects this.

We believe that poverty and disadvantage cannot excuse a lack of high expectations amongst our students. Consequently we set clear aspirations on the achievements that we expect of our pupils.

We celebrate the achievements of our pupils through our reward ladder and ensure that parents are aware of this success. We keep parents informed by telephone, email, text and post, as well as invitations to annual awards and celebration evenings.

Aspirations and outcomes

The immediate catchment area draws young people from disadvantaged communities for whom English is not their first language. Our curriculum has been designed to bolster teaching time for English, Mathematics and Science. Added emphasis on the core subjects improves our pupils' chances of academic success.

Our academic outcomes support earlier academic excellence and also support alternative pathways through vocational support into apprenticeships.



Our targets

- All students make at least three levels of progress (50% make four levels of progress) between KS2 and KS4 in core Baccalaureate subjects
- GCSE results are 5% above National Average
- 50% achieve the EBacc qualification in 2019 examinations
- All students are expected to reach an attendance target of at least 96%
- All students continue with their education after leaving LEA
- 90% of parents regularly attend progress meetings relating to their child
- 90% of pupils contribute 250 hours to "Big Society"

Curriculum Rationale

LEA is based in one of the most deprived local authorities in England and Wales. The large majority of the population live in social housing and has well above the national average for Free School Meal (FSM). The vast majority of the student population is categorised as English as an additional Language (EAL).

Our curriculum therefore reflects the needs and wishes of the local population which was established during our research phase and whilst meeting individuals, groups and community and business representatives when collecting data to establish demand for the school.

It is clear from talking to parents that they want the best possible education for their children which prepares them for a good career in the local financial and business sector of London. One parent summed this up by saying "education is our only way out of poverty".

The curriculum at the LEA reflects our vision, ethos and principles.

- It encourages our students to become independent enquirers, collaborative thinkers and critical citizens.
- The curriculum includes the core curriculum and an extended enrichment curriculum for all students.
- The students follow a modified version of the National Curriculum at Key Stage 3 with a view to supporting the students into their studies for the English Baccalaureate at Key Stage 4.
- At the heart of the learning is the thematic based enterprise curriculum.

The core curriculum is taught in single lessons of 50 minutes and doubles of 100 minutes from 8.45 am until 3.10 pm Monday to Friday with Enrichment curriculum from 3.10 to 4 pm Tuesday to Thursday.

The Enrichment curriculum gives the students an opportunity to take up an active enrichment in the form of an active PE/Healthy lifestyles curriculum such as sports and martial arts; a creative enrichment which develops their talents or expressive side; academic enrichment focusing on new learning and interventions to support bridging learning gaps.



Enrichment course descriptions

Maths Addicts: a fun way of learning mathematics to support your learning in the curriculum.

EAL: Is English your second or third language? Do you need help with verb construction in the past tense? Do you know your auxiliary verb from your elbow? Do you know about countable and uncountable nouns? Do you need help to access the curriculum? This will help 😊

Write Stuff: A fast way to get writing about issues important to you, as well as improving the way you structure your writing for the reader.

ICT/Homework club: Based in the IT suite you will get a chance to use the learning platform to keep up to date with homework.

ACADEMIC

Arabic: this is a full year course. If you sign up you will learn conversational Arabic and also the script so that you can read and write Arabic. This is a useful starter for a potential GCSE in Arabic.

French: This is a full year course and you will be learning basic French conversation as well as learning the vocabulary and reading skills. This will be really useful as we lead into GSCE options.

Islamic History: Learn about a version of history which celebrates Islamic culture.

LEA Life: the newsletter is an essential part of school life. You will be journalists writing up school stories, celebrating achievements and interviewing members of the school community.

CLUB TIME

Summer Performance: This is a two term choice to make sure that you are ready to perform in the summer- in front of invited guests (parents and primary schools) an edited version of a Shakespeare play. You will be learning how to perform on a different stage, learning Shakespeare and how to play a range of characters. There will be a trip for those who take part, to see how other actors play Shakespeare.

Card making: During the Easter term we will have Valentine 's Day, Easter as well as birthdays to celebrate. At the end of term we will also be having a market place where you could sell any cards you make to support a charity of your choice.

Crafty Kids: Making pompoms, knitting and felt work to make beautiful items and learn new skills.

Reading club: is there to support those who need help with their reading skills as well as for those who simply love reading and talking about the reading they have done- the worlds they have read about and the characters encountered.

Eco schools: This programme is for those who are interested in sustainable living and making a difference in the school environment. You will be working together with staff to gain a school award for "Eco Schools".

Drama in the mix: This is a drama project in association with the Richmix in Bethnal Green. You will be writing a play based on the theme of Freedom which will be entered into a competition. You will record the play for a podcast- which will be our first radio item for the school. If we get through the competition, you will record your play at the BBC and also perform it live in front of judges with other schools present.

LEA's got talent: This is a rehearsal space for you to practice your songs for LEA got Talent in the summer.

Recorder club: Get playing with an ensemble and perform at LEA got Talent in the summer.

Debating: Teaching pupils the skills of successful debating, developing their skills in communication, team work, research skills, etc.



ACTIVE ENRICHMENT

Martial Arts: Learn to bob and weave with discipline.

Table Tennis: This is the place to improve your backhand smashes and top spins so that you can beat your opponents.

Dance Club: This is the space to prepare your dance moves for LEA got talent in the summer.

Aerobics: go the extra mile in a class designed to get your heart rates pumping and your fitness levels jumping.

Athletics: Going a mile: in this course you will be training and undertaking a mile challenge. Each week there will be a league of students completing



the mile challenges- timings and distances will be recorded. Girls and boys will compete separately but the results will be combined. Who will win the mile challenge?

Unihoc: Indoor hockey during the winter months. Learn a new skill and a new team sport.

Fitness: Looking to build up stamina and strength in the off season? Looking to improve your fitness? Look no further.

Win Chun: Martial art and self-defence method. Learn confidence and balance in this class.

Football: This is available for students who want to play for fun or try out for the school team.

Key Stage 4

This key stage commences in year 9. The students make their option choices in year 8. We initially recommend our students to follow the subjects for the English Baccalaureate. Our range of option choices are wide, considering the small size of our school. With subjects such as Business, Economics, Art, and Sociology proving to be very popular

The three year Key Stage 4 also gives the students a chance to deeply embed their learning. In addition, there are opportunities for students to take a range of pathways which will support and extend learning which may lead to some of the students taking GCSEs earlier and then follow an AS programme.

Our students are expected to take the following subjects:

- English
- Mathematics
- Double Science
- History or Geography (option 1)
- A Language (French, Spanish or a home language GCSE) (option 2)
- Religious Education
- Physical Education
- Citizenship
- Enterprise
- Enrichment



School Day

8.45 am Advisory – am registration/tutor time

9.05 – P1

9.55 – P2

10.45 – Break

11.00 – P3

11.50 - P4

12.40 – Lunch

1.30 – P 5

2.20 – P6

3.10 – Enrichment (Tues – Thur)

4.00 pm – School finishes

Mondays and Fridays pupils finish at 3.10pm



Accountability

Our Governing Body plays an active role in the life of our school. They receive termly updates via the Principal (Data Dashboard) on student progress against targets agreed at the beginning of the school year. They are fully aware when targets are not being met and provide scrutiny of effectiveness of staff and interventions and help identify and inform additional support.

London Enterprise Academy – Governing Body			
	Name	Role	Employment
1.	Dr Muzzammil Hussain	Chair of Governor	Doctor - NHS
2.	Philip Davis	Governor	Education
3.	Masud Ahmed	Community Governor	Experienced parent governor - extensive community links
4.	Emily De Grove	Staff Governor	Education –T&L and staff development
5.	Peter Mann	Staff Governor	Education - Inclusion
6.	Ashid Ali	Principal	Education – Leadership and Management
7.	Shah Muhmud	Local Authority	Local Authority – Youth service/lecturer and experienced governor
8.	Leanne Gelderd	SGOSS	Controller of Finance - Accountant
9.	Chloe Tyler	Chair of Finance, Resources and Audit Committee	Finance - Senior Auditor
10	Jake Levy	SGOSS	Solicitor
11	Joanna Scott	Chair of Curriculum & Standards	Education
12.	Hafiz Hussain	Parent Governor	Parent Governor

Teaching Apprentice Advert



Closing Date: 21st June 2018

Job start: September 2018

Interviews: 25th June 2018

Salary: £19,500 - £22,500 (Pro Rata – 43 weeks per year)

Contract type: 37 hours per week (Pro Rata – 43 weeks per year)

Contract term: 12 Months fixed term

Are you a dedicated, enthusiastic and highly motivated graduate looking to experience teaching? If so, we would like to meet you.

London Enterprise Academy is a Free School at the heart of London's vibrant East End. The Academy opened in September 2014 with year 7's only, in a former glass office block, which is being fully renovated to a high standard. The Academy will grow to six hundred students aged 11-16 when fully operational and will provide a stimulating education and personalised curriculum within a supportive environment. All of our students will be encouraged to stretch themselves to achieve their potential.

At the heart of our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhance ambition in all its pupils. We aim to inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

Required from September 2018, the successful candidate will be a creative individual, excited by the challenge of working with children in the classroom.

The successful candidate for Teaching Apprentice will:

- * be a graduate (English, Maths or Science)
- * Believe that every child can and will succeed
- * Be flexible, collaborative and resilient
- * Contribute to the whole life of the school through our extensive enrichment programme.
- * Have the highest ambitions for your pupils, the school and yourself

We will offer you:

- * A happy and supportive working environment with high expectations and standards
- * A network of outstanding practitioners to collaborate with and learn from
- * Support and development to help you into teaching

Potential candidates are encouraged to call 020 7426 0746 or email admin@londonenterpriseacademy.org with any questions. More details can be found at www.londonenterpriseacademy.org

Closing date for applications: 21st June 2018

Interviews will be held on 25th June 2018

London Enterprise Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment will be subject to a successful enhanced DBS clearance.

London Enterprise Academy



Teaching Apprentice Job Description

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Purpose

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Carrying out work set by a teacher (covering lessons); managing the behaviour of those pupils; dealing with issues that arise; and reporting back.

Support for Pupils

1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
2. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
3. Promote the inclusion and acceptance of all pupils within the classroom.
4. Support pupils consistently whilst recognising and responding to their individual needs.
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
6. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
7. Track progress and achievement and provide feedback to identified groups of pupils

Support for Teachers

8. Organise and manage appropriate learning environment and resources.
9. Within an agreed system of supervision, plan challenging teaching and learning activities
10. To evaluate and adjust lessons/work plans as appropriate.
11. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
12. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
13. Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
14. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
15. Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
16. Administer and assess/mark tests and invigilate exams/tests.
17. Production of lesson plans, worksheet, plans etc.

Support for the Curriculum

18. Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.

19. Deliver local and national learning strategies e.g. literacy/numeracy and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
20. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
21. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
22. Analyse student data to inform and improve pupil progress.
23. Word processing schemes of work, lesson plans, assembling and disseminating relevant documents, lesson materials, collating department handbook, processing assessment results

Support for the Academy

24. Comply with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
25. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
26. Contribute to the overall ethos/work/aims of the academy.
27. Deliver enrichment activities within guidelines established by the academy.
28. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
29. Undertake tutor group responsibilities acting as an advisor for a group of students within the academy's Advisory Programme.
30. Attending full staff and departmental meetings as required and supporting departmental events/extra-curricular activities

This post is subject to an enhanced DBS disclosure.

Person specifications for Teaching Apprentice

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree Right to work in the UK 	<ul style="list-style-type: none"> English, Mathematics or Science graduate Further training and qualifications
Experience	<ul style="list-style-type: none"> Experience of providing general technical/ resources support e.g. preparation of teaching materials, etc. 	<ul style="list-style-type: none"> experience of working with children i.e. voluntary/paid work in schools, playgroups etc. experience working in a relevant discipline in a learning environment
Knowledge and understanding	<ul style="list-style-type: none"> A good understanding about taking initiative, prioritising, and working under pressure. Knowledge about strategies helping to meet deadlines working in a systematic manner is essential. 	<ul style="list-style-type: none"> A basic understanding of the English education system, including current priorities, acronyms etc. understanding and working knowledge of relevant policies/codes of practice/ legislation.
Skills and abilities	<ul style="list-style-type: none"> Excellent use of ICT and other specialist equipment/resources to support learning. Ability to organise, develop and motivate students. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to build positive learning relationships with students. Excellent numeracy/literacy skills. Good at face-to-face dealing with adults and children alike. Very good interpersonal and communication skills and a strong team player. Enthusiasm, a sense of humour and willingness to engage in school activities and events. 	
Other	<ul style="list-style-type: none"> Ability and willingness to offer enrichment activities to our students 	<ul style="list-style-type: none"> Willingness to work outside normal hours

This post is subject to an enhanced DBS disclosure.

The post holder must be committed to safeguarding the welfare of children.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal. In addition, as a founder member of staff in a start-up academy, candidates should understand their role may well broaden and that all roles will be reviewed annually to ensure the team is working as efficiently as possible.

Aneurin Bevan House has been fully refurbished to accommodate 600 pupils (full capacity). This 7 storey building is on the city fringe.

