



CAPITAL
City Academy

Recruitment Information Pack

Academic Year 2016/2017

Determination ~ Integrity ~ Curiosity ~ Empathy

Dear Colleague,

Thank you for expressing an interest in Capital City Academy and the advertised vacancy. It is a fantastic opportunity for the successful candidate to join a school making rapid progress.

Capital offers an exciting and vibrant work environment. It has become increasingly oversubscribed as results have improved. The 2014, 2015 and 2016 KS4 exam results placed us in the top third of schools for progress. Attainment for 2016 was around national average with an intake that started well behind their peers. Capital 6, our sixth form, has approximately 200 learners. Progress for post 16 students is well above average for vocational courses but needs to be higher for academic. Our students right across the school are a fantastic group of young people who deserve the very best.

We have recently been inspected by Ofsted and had very positive comments with all areas, including the sixth form, being rated 'Good'. The Trust, governors and the leadership are confident about the future and move forward with the full backing of the parents.

I hope you find the enclosed information helpful in constructing your application. We would also be happy to speak to you informally or show you around and I look forward to receiving your application.

Yours sincerely,



Alex Thomas
Principal



“Every time I visit the school I am taken aback by the fantastic work being produced by young people at the Academy. I have enjoyed the stories of academic success - all the way up to Oxbridge entry - as well as the excellent art shows and sporting triumphs. I would also like to pay thanks to Trustees for their support and the opportunities they provide for our students from work with the English National Ballet to support for refugee families.”

Sir Frank Lowe, Founder and Sponsor

Key Facts about Capital

Capital City Academy specialises in Sport and the Arts in buildings designed by Foster and Partners. The dramatic design creates a sense of high expectations which are matched by the quality of the facilities. These include:

- Suited accommodation for technology, science, maths, humanities, visual arts, business studies, ICT, languages and English - all of which are equipped with broadband ICT (intranet and internet), projectors and interactive whiteboards.
- A superb 400 seat theatre and purpose built studios for dance, drama and music.
- Extensive facilities for independent study, including a Sixth Form Learning Zone and Careers Library and a main school Learning Resources Centre situated in the front atrium of the school. This is overlooked by a major work of stained glass by the artist Brian Clarke which has been loaned to the school by our sponsor.
- A six badminton court sports hall with sprung floor, international standard basketball facilities, and 400 retractable seats.
- Extensive outdoor facilities including hard courts, multi-games area, all-weather tennis courts, a full-size floodlit all-weather pitch (upgraded to 3G with the support of the FA and Premier League in 2013) and a high quality grass pitch.

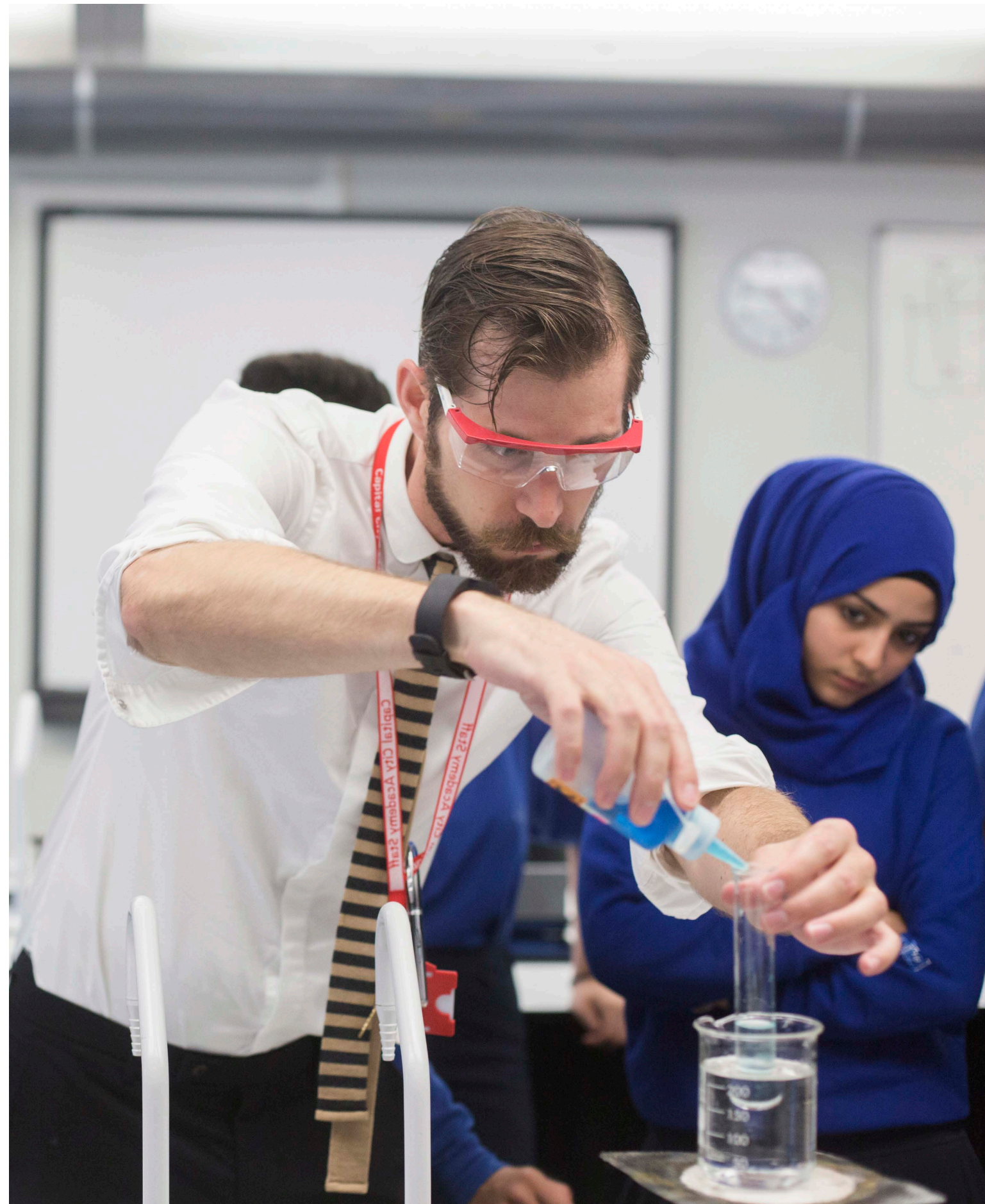
The majority of our students live locally in one of the most diverse areas of London and include mainly children from families newly arrived in the UK. We have a diversity of culture and a tradition of tolerance, support and outstanding progress by EAL students of which we are proud. The Academy's students are drawn from a wide range of ethnic backgrounds; the largest are Somali, Black African and Black Caribbean.

Around 450 applications are received for the 196 places in Year 7 and we are currently full in all year groups. Our current roll is approximately 1200 including Capital 6 (our Sixth Form) around 220. 90% of those completing A2 courses progress to HE, many with very high grades. A large proportion of the roll is identified as pupil premium and we are mindful of our responsibility to develop the outcomes of these and other vulnerable groups.

The Academy is easily accessible from central, north and west London.

Our Staff

The Academy has a dynamic and vibrant staff body. We benefit from excellent links with Teachfirst and the Brent Schools' Partnership. Capital encourages a culture of professional development and reflection and was recently showcased in an SSAT good practice article for its work on coaching. All members of the Academy are committed to developing the provision to become outstanding.



Constitution & Governance



(a) Capital City Academy opened in September 2003. It was one of the first schools in the Academy programme and the first new build academy to open. Academies are DfE funded independent schools; however as a condition of our funding we (like all Academies), are required to:-

- admit students of all abilities, using admission criteria similar to all other maintained schools;
- offer a broad and balanced curriculum (but not necessarily the full national curriculum);
- make no charges for the education of our students;
- work in partnership with Brent, the local community and local schools;
- undergo inspections by Ofsted on the same basis as other maintained schools; and
- establish an area of specialism which, in our case, is Sport and the Arts. As a specialist Academy, we select up to 10% of our intake on the basis of aptitude for sport.

(b) Our sponsor and founder, Sir Frank Lowe, contributed £2m towards the costs of our £28m buildings, the rest of which was funded by the Department. Our revenue funding comes entirely from the DfE and is set at the same level as other schools in Brent LA plus the funding for the support services we have to secure for ourselves as an independent school. The annual budget for 2016/17 is over £9m.

(c) We are a company limited by Guarantee and an Exempt Charity regulated by the Education Funding Agency in addition to the requirements of inspection by Ofsted.

(d) The Capital City Academy Trust appoints the Governing Body and is the employer of all our staff.

Strategy and Priorities

The school has the goal to become an outstanding school by 2020. There is an agreed strategy to achieve this supported by a one-year school development plans to deliver the short term objectives. The strategy defines the school's mission as:

Vision

Capital City Academy will provide an exceptional environment to promote a passion for learning and discovery. We recognise everyone as an individual and our rich community is united in its determination to enable all learners to succeed. At the heart of our achievements we endeavour to educate the whole person developing an honest, informed and caring global citizen.

This is underpinned by four key values:

- Determination
- Integrity
- Empathy
- Curiosity

The Academy embraces the national focus on Character development and British Values and is mindful of the local safeguarding priorities. Ofsted in November 2015 identified the following areas for development: developing greater consistency in the quality of marking; stretch for the most able; and ensuring every lesson, every day, is good. The 'good' judgement was a well-deserved recognition of the impact of leadership on the quality of provision.





Organisation

Students are organised into Year Groups led by Year Team Leaders and a team of Learning Advisers. The Year Teams are responsible for pastoral care, family liaison, student monitoring and tracking. PSHE is delivered through themed days and Learning Adviser time. Additional student support services are provided within the Academy for students with Special Needs and disabilities, English as an Additional Language, Emotional and Behavioural Difficulties and those with poor attendance. This provision is extended by a wide range of support from external agencies including work with an in house charity Salusbury World that supports refugee and asylum seeker families.

Teaching is organised through Curriculum Areas (departments) led by Curriculum Area Leaders. Our Teaching and Learning strategy sets out a clear framework for lesson planning, observation programmes, monitoring of student work and evaluation and identifies responsibilities and accountability. Improving provision for literacy and the use of assessment to inform teaching and student targets are key priorities. The Academy has done some innovative work on the curriculum over the last 2 years and developed an assessment framework to meet the requirements of the new GCSEs.

The School Leadership Team is led by the Principal. Two Vice Principals take the overall lead on:

- Teaching and Learning
- Inclusion, behaviour for learning and safeguarding

The Director of Finance and Resources takes the overall lead on the development, monitoring and organisation of the school budget and all aspects of financial administration along with the strategic management of premises, catering, security and administration.

Three Assistant Principals lead on:

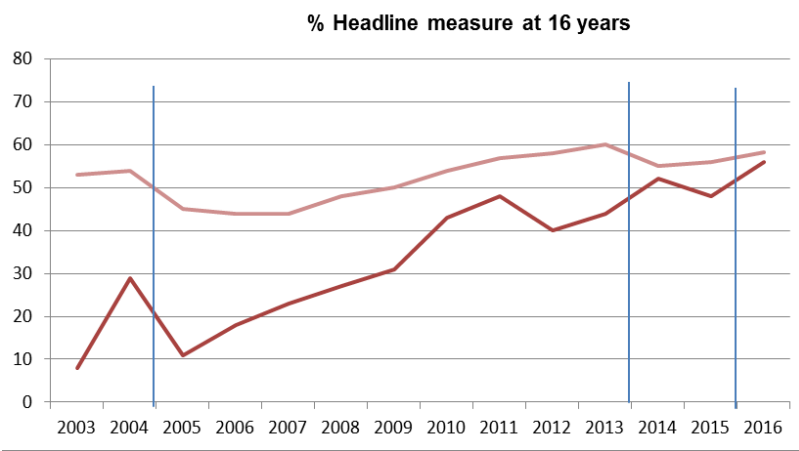
- Curriculum and Data
- CPD and teacher development
- Sport, day-to-day management and student Leadership

Three senior middle leaders are seconded to the leadership team; they lead on the sixth form, achievement and humanities.

The Leadership Team, together with our middle leaders, work with staff and students in the delivery of whole school systems and procedures. Together the staff team provide high standards of work and behaviour and effective day to day delivery of a strong culture for learning, development and responsibility for all members of the school community.

Achievement and Standards

Results have risen steadily since the Academy opened. In 2016 56% of students achieved 2 good passes in the basics (English and mathematics). The overall Progress 8 score is +0.27 placing the Academy in the top 30% of schools nationally. Progress in English and mathematics is consistently strong.



An increasing number of sixth form students progress to university each year reflecting the developing outcomes of our older pupils. Standards have improved in other ways, for instance with attendance. These results show the impact of the school's developments across its priorities.

Teaching and Learning

Our approach to teaching and learning is focused on ensuring lessons are well planned with quality first teaching matched to students' needs. Developing students' literacy skills remains a key part of developing our learners' independence. There is an extensive coaching programme for teachers with a large proportion of staff either engaged as coaches or being coached (the SSAT recently featured the Academy as a good practice case study for its approach to coaching).

Student Leadership

Student leadership is a key strength of the Academy. It contributes significantly to delivering the Academy's vision of developing all aspects of a young person's potential and character. Large numbers of students are involved in coaching, mentoring, supervising and leading others; and there are schemes in place to recognise commitment and volunteering. In 2014, a Capital 6 student was named FA National Youth Volunteer of the Year.

School Sports Partnership

Our school sports partnerships now comprises 38 schools and has already exceeded the Youth Sport Trust for increasing the amount of PE and sport undertaken by the students of these schools. Given the removal of this funding we were pleased that our partners continued the partnership from contributions from their budgets to maintain the majority of the outstanding work in this area. A recent development has been the creation of an apprenticeship scheme (accredited by Stevenage College).





Introduction to Brent

Attractions and facilities

The London Borough of Brent provides some of the finest attractions and facilities in the country. Wembley is the most famous landmark and provides a world class setting for events. Other local attractions include: the Tricycle Theatre in Kilburn and Swaminarayan Temple (Europe's largest and grandest). Capital City Academy works in partnership with the adjacent Willesden Sports Centre; with its first class athletics, swimming and health and fitness facilities to which our students have access.

The population of Brent

One of Brent's most striking features is the ethnic and social make-up of its population of 250,000. Brent is the most culturally and racially diverse of all the local authorities in England and Wales. Each community has its own cultural celebrations, including Europe's biggest Irish Festival and the Hindu Navratri Festival, which attracts around 40,000 people each year. The population of refugees and asylum seekers is currently estimated to be around 12,000 with new arrivals at the rate of around 50 per month.

The North Circular Road splits the borough into two halves with very distinctive economic and social characteristics. While some areas in the south of Brent such as Harlesden, South Kilburn and Stonebridge experience inner city levels of social deprivation, parts of the north are affluent, leafy suburbs.



Where is Brent?

Response and Instructions

Response Instructions

1. Please download the application form via the vacancy advert (on either the TES or Guardian or other recruitment site).
2. Your application form must provide evidence that you meet the person specification, including all the information required for the competency assessment.
3. Applications should be returned by email to recruitment@capitalcityacademy.org by the closing date and time specified on the advert vacancy.

Alternatively, applications may be posted to A. Gordon, HR Manager, Capital City Academy, Doyle Gardens, Willesden, London NW10 3ST or sent by fax on 020 8838 8701.

Please mark e-mailed, posted or hand delivered applications as "Confidential".

If the application is hand delivered this will be to the Reception Desk at Capital City Academy from where it will be immediately forwarded to the Academy HR office.

Selection Process Timetable

Shortlisted candidates will be notified shortly after the vacancy closing date and will be invited for an interview at the Academy. References will be taken up on all candidates selected for the interview.