



London Enterprise Academy

"Learning for Life"



Learning Mentor 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 24 September 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.

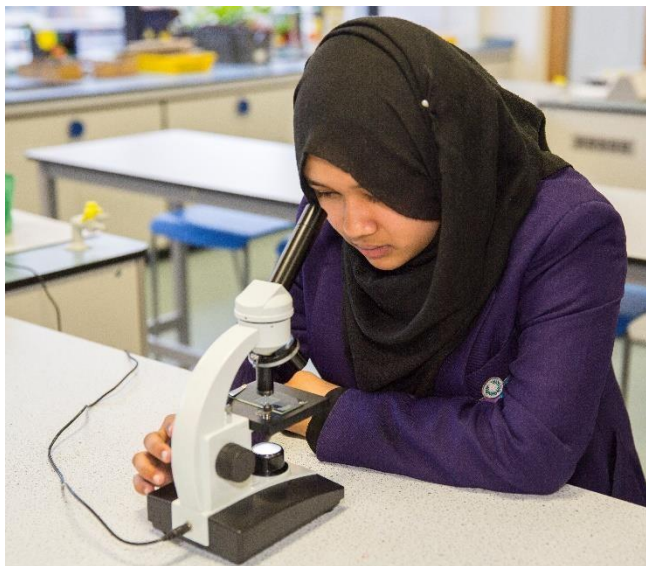
In addition to achieving academic excellence, we instil in every child the beliefs, behaviours and attitudes that will underpin success in life. This means that every student is equipped to:

- 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 – 3.50

On Tuesday, Wednesday and Thursday

8.45 – 3.00

On Mondays and Fridays

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

London Enterprise Academy



Learning Mentor Job Description

Closing Date: 24 September 18

Interview date: The same week

Job start: ASAP

Salary scale: £19,500 to £22,500 - Depending on qualifications and experience

Hours: 37 hours per week (39 weeks per year – pro rata)

Responsible to: SENDCO

Purpose

- To provide a service to teaching and other staff, address the needs of children and young people who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.
- To work with a range of students, but give priority to those who need the most help, especially those experiencing multiple disadvantages, including able and gifted pupils experiencing difficulties.
- To target, help and support as part of a coordinated response by the school and other agencies to address a range of issues and bring about a positive sustainable changes with individual pupils and the school community as a whole.
- To support identified individuals to access the social and academic curriculum in the most effective way, appropriate to their needs and understanding.

Responsibilities

- To participate in supporting all pupils entering or returning to school in order to identify all those who need extra help in overcoming issues relating to attendance, behaviour and following a period of exclusion
- To work in partnership with others in drawing up and implementing an action plan for each pupil who needs mentor support
- To develop a 1:1 mentoring relationship with pupils who are underperforming in their subjects, aimed at achieving the goals defined in their individual action plan
- Implementing strategies and supporting pupils in self-esteem and confidence building activities
- To secure positive family support and involvement by maintaining regular contact with families/carers of pupils receiving support (this is at the discretion of the line manager) to keep them informed of progress and to provide advice on behaviour strategies and parenting skills
- To develop knowledge and appreciation of the range of programmes, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for identified pupils
- To work closely with school staff and external agencies, seeking to meet the needs of individual students and change those behaviours and attitudes that inhibit their progress at school and create barriers in their learning
- To provide regular feedback to the HoL & SENDCO, the pupil, the parents, teachers and other professionals, as appropriate, regarding progress made by individuals and advise/recommend further support required to ensure that agreed goals are achieved
- To work closely with the HoL & SENDCO to help ensure that the needs of gifted and talented pupils and those with special educational needs are met

- To contribute to the maintenance of records and information systems, on behaviour, attendance and other related issues, both computerised and manual, with due regard for data protection and confidentiality
- To contribute to child welfare and protection, keep up to date with the latest procedures and regulations and ensure attendance at appropriate INSET training, meetings, etc.
- Work co-operatively and support the school's professional review system
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the HoL and/or members of the leadership team

Support for the Academy

- Promote the academy's policies on behaviour and demonstrate a commitment to providing a caring and stimulating environment and improving standards for all pupils within the school
- To cover lessons for absent colleagues as directed by the Business Manager
- Deliver a range of group activities and contribute to the academy's enrichment programme
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Undertake any additional duties as required by the HoL, members of the leadership team or the Principal commensurate with the post

Management responsibilities

- Liaise between manager's/teaching staff and support staff.
- Work co-operatively with the school's support teams and provide assistance as necessary to all parents, students, staff, Governors and other relevant stakeholders

Commensurate statement & equal opportunity

The post holder will undertake any other duties required commensurate with the grade, and seniority of the post. S/he will be expected to undertake all duties in the context of and in compliance with the Local Authority's equal opportunities policies.

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

Person specifications for Learning Mentor

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> NVQ 4 in Teaching Assistant/Child Care or equivalent qualification. HLTA qualification or Qualified Teacher Status 2 GCSE's A-C or equivalent in English and Mathematics. 	<ul style="list-style-type: none"> Further training and qualifications
Experience	<ul style="list-style-type: none"> Proven experience of working successfully with disaffected pupils, including those with challenging behaviour Experience working in a relevant discipline in a learning environment. At least 2 years' experience of working with young people of a secondary school age as a Learning Mentor or other youth/social work background Demonstrate assertiveness in dealing with pupils and fellow professionals Experience of leading group work. Planning and prioritising own workload and managing conflicting demands Accept the need for continuing development and training An interest in education and working within an educational environment 	<ul style="list-style-type: none"> Experience of supervising staff. Experience of covering classes Experience of working with students who are on the Autistic Spectrum and students who are diagnosed with Attention Deficit Disorder
Knowledge and understanding	<ul style="list-style-type: none"> Ability to engage constructively with, and relate to, a wide range of young people, parents/carers, from different backgrounds Ability to relate to young people, within different age groups, about attendance and behaviour issues Excellent communication and interpersonal skills Able to quickly establish positive working relationships with students, staff, parents and a wide range of people from within and outside the school Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgment Ability to be a good role model to young people – demonstrate and promote positive values, attitudes and behaviour Ability to maintain a non-confrontational approach Thorough understanding and working knowledge of relevant policies/codes of practice/ legislation. 	<ul style="list-style-type: none"> Understanding of SIMs A basic understanding of the English education system, including current priorities, acronyms etc. Knowledge of Autistic Spectrum Disorders and Attention Deficit Disorders. Using the knowledge to guide teachers to meet the needs within the classroom

	<ul style="list-style-type: none"> • Understanding of statutory frameworks relating to teaching, according to particulars of the post. 	
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. • Very good communication and interpersonal skills. • Good at face-to-face dealing with adults and children alike. • Very good interpersonal and communication skills and a strong team player. • Excellent record of attendance • Ability to think originally and creatively • Positive attitude • Energy and enthusiasm • Warmth and sensitivity • Excellent rapport with students • Commitment to the Academy and the students we serve • A belief that students come first • Ability to work confidentially and with discretion 	<ul style="list-style-type: none"> • 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.

