

05 March 2024

Dear Candidate

Thank you for your interest in applying for the position of Second in Charge of English at Acland Burghley School.

I enclose a pack containing:

1. Job advert
2. Job Description and Selection Criteria
3. Where to find us
4. Latest Ofsted information

The application form is available at www.aclandburghley.camden.sch.uk in the employment opportunities 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 18 March 2024. Please ensure that your statement demonstrates how you meet the requirements in the person specification. We do not accept CVs.

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, online vetting checks and satisfactory references. If you work in a school, one of your referees must be your current or most recent Headteacher.

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

Yours sincerely

Michelle Lineham
HR Manager

Headteacher Nicholas John

Burghley Road London NW5 1UJ t.020 7485 8515

e.info@aclandburghley.camden.sch.uk w.aclandburghley.camden.sch.uk





Required for September 2024

Second in Charge of English (TLR 2b - £5,349)

Permanent – Inner London Pay Scale

We are looking to appoint our next second in charge of English. The English Faculty plays a central role in the school's continuing improvement and development, following our secure Ofsted judgement in October 2023.

The new postholder will work with the Head of Faculty and other postholders to plan and deliver an ambitious, deliberately chosen and carefully sequenced English curriculum. They will be able to articulate how they will strike a balance between teachers having autonomy, and ensuring that best practice is shared across the faculty, with every student receiving the same high quality of provision.

Building on your experience of leadership to date, you will be able to manage and train staff to implement the curriculum consistently for all students. You will also be able to demonstrate how, in your practice to date, you have used strategies to support students who are disadvantaged, and made impact on their progress and attainment.

The successful candidate will be a strong classroom practitioner, with excellent understanding of how assessment can be used across the faculty to make impact on student progress. Candidates will be expected to be reflective, and able to articulate a vision for the faculty as it moves forward. They will reflect on recent faculty initiatives, explaining their process of leadership, and evaluating strengths and areas for development.

The successful candidate will also be a good team player, and will be ready to work with middle and senior leaders to develop the Faculty. You will have an excellent understanding of how literacy practice can be developed within the subject, and more widely throughout the school, with a clear focus on reading, especially for those who arrive at the school below expected levels. Developing students' literacy is central to our curriculum vision.

Middle leaders in the school receive a high level of support, including training and development so that you can continue to develop in your career. You will be ready to participate at a whole school level, and will be energetic in your work to promote collaboration within the faculty team and beyond.

If you would like the chance to lead our students and staff to 'create excellence together', we would very much like to hear from you.

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

Closing date for applications: 9am Monday 18 March 2024

Interviews TBC

For further details of the post and to download an application pack please visit

[Acland Burghley School - Employment opportunities](#)

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 online vetting check.

Acland Burghley School

JOB DESCRIPTION			
Post Title:	Second in charge of the English Faculty	Grade:	TLR 2b
Faculty:	English	Date:	March 2024
Responsible to: Head of Faculty			

INTRODUCTION

In addition to the duties covered by the School Teacher's Pay and Conditions Document, the Second in Charge of the Faculty will have a central role in strategic leadership of the English faculty team, deputing for the Head of Faculty as required, and creating systems and processes which support teachers to make high quality provision.

Leadership and Management

- To depute for the Head of Faculty as required
- To support HoF in leadership of the faculty, contributing to the development, implementation, review and evaluation of the English Faculty's improvement plan
- To take responsibility for key aspects of curriculum planning
- To lead on aspects of self-evaluation within English, including by conducting MER activities and monitoring the quality of teaching and learning
- To line manage colleagues and TLAs, and be responsible for their continuing professional development and appraisal
- To support colleagues with ensuring excellent behaviour for learning
- 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
- To support with examination entries
- To lead briefings and meetings
- To contribute to the smooth day-to-day running of the English Faculty, including supporting with work in the event that a member of staff is absent
- To support with the implementation of the school's behaviour policy by supporting colleagues, modelling best practice, and following up with students as required
- To prompt the implementation of school policies within the English Faculty and to support good working practices
- To represent the Faculty at internal and external meetings
- To keep abreast of and communicate current educational issues relevant to the responsibilities of this post
- To lead on the evolution of MS Teams, the school website, and other online tools, as a vehicle for supporting independent learning and curriculum development, and for supporting the leadership and management of the faculty as a whole

Quality of Education

- To ensure that every child receives rich, challenging curriculum provision in English
- To design a long-term plan for English which ensures that students acquire knowledge and skills to empower them as confident readers and writers, sequenced carefully so that students make rapid progress
- To ensure that there is pace and challenge, breadth of curriculum coverage and regular opportunities for assessment
- To lead on formative and summative assessment, including planning, setting, and leading quality assurance of end of year tests
- To ensure coverage of the National Curriculum requirements for English
- To coordinate the writing and updating of medium-term plans and schemes of work setting out the core learning for each unit, so that teachers and students are aware of what is being studied and why, and why it is being studied at that point in the course
- To plan and deliver interventions for appropriate groups, for example students eligible for the pupil premium who are making slow progress
- To lead on strategies within English to support reading, oracy, spelling, vocabulary acquisition, and knowledge about grammar
- To ensure that curriculum plans are adapted 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 have regard for students' personal development
- 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 creativity and expertise in creative habits
- To make links across the curriculum, for example with humanities (types of writing) and classics (grammar and vocabulary)

Learning and Teaching

- To take a lead on classroom practice in English, 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 model good practice in 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, including embedding opportunities within schemes of learning / curriculum plans to develop scientific enquiry and practical skills
- To work with other TLR holders, including the HoF and LP, 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

Outcomes

- To have overall responsibility, together with the HoF, for achievement and standards
- To work with the faculty to ensure that outcomes for students with AEN and those eligible for the pupil premium, and other disadvantaged groups, make good 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 Second in charge of English will work under the leadership of the Head of Faculty and will attend middle leader meetings as required.

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

2ic English

Education, Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • Record of excellent classroom practice • Evidence of continuing programme of appropriate professional development • Experience of curriculum leadership across a year group or key stage
Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Excellent classroom practice • Understanding of the SEND Code of Practice (2015), the National Curriculum for English and the Ofsted framework (2019) • Ability to write quality curriculum plans for the short, medium and long term which ensure pace, challenge and progression within every lesson • Ability to create resources for teaching and engaging students in their learning • Ability to coach colleagues on their daily practice in planning, teaching and assessment • Ability to project a positive image of the subject across the school community to students, colleagues and parents • Ability to lead and manage a team of colleagues, including other middle leaders • Excellent inter-personal skills • Ability to contribute effectively to the leadership of QTLA at ABS • Critical understanding of the most effective teaching, learning and behaviour management strategies • Broad knowledge of the variety of courses and syllabuses on offer within the subject area • Confident understanding of the role of assessment and AfL in securing pupil progress • Detailed grasp of lines of progression, and of grades/levels in the subject • Confident grasp of strategies to differentiate teaching and personalise learning • Knowledge of the parts played by Literacy, Numeracy and ICT in learning • Up to date knowledge of a range of effective learning and teaching initiatives • Extensive knowledge on matters concerning equality, inclusion and diversity in teaching

Professional Expertise	<ul style="list-style-type: none"> • Teaching widely across the age and ability range at Key Stages 3, 4 and 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
Other Professional Requirements	<ul style="list-style-type: none"> • Commitment to helping every child achieve his or her very best • High aspirations for children and for ABS • A 'can do' approach to work in school • Commitment to the protection and safeguarding of children and young people • Desire to progress beyond this role in time

Why be an Early Career Teacher (ECT) at Acland Burghley School?

Acland Burghley School (ABS) has a long, successful history of developing newly qualified teachers as part of its commitment to lifelong learning for the whole school community.

ABS welcome ECTs, believing teachers new to the profession provide opportunities to innovate and keep up-to-date with the latest research and pedagogy, as well as building succession planning into the school's career structure.

All ECTs at ABS are allocated a Subject Mentor, a role which is welcomed by experienced teachers. In addition, an Induction Tutor will oversee and quality-assure your ECT year.

Aims of the ECT programme:

- To provide a high quality, inspiring, challenging and supportive ECT programme which enables ECTs to excel in their first years of teaching and meets the statutory requirements for the ECT period;
- To ensure ECTs experience high quality mentoring and coaching which enables them to make exceptional progress;
- To enable ECTs to benefit from ongoing, day-to-day support from all colleagues and from the wide range of professional development opportunities offered at Acland Burghley and partner schools.

FREQUENTLY ASKED QUESTIONS

What opportunities will I have for professional development in my ECT year?

ABS run a highly regarded ECT programme in collaboration with Parliament Hill School for Girls, La Sante Union and William Ellis School for Boys. This enables us to create an inspiring programme which draws on best practice across the schools. Workshops are consistently rated as 'excellent'. The collaboration enables facilitators to model engaging strategies which can be used in the classroom.

"I have an extremely supportive department who have played a big part in my progress as a teacher"

Can you tell me about ABS students?

ABS is an inner-London, fully comprehensive 11-18, mixed school in the London Borough of Camden. Economically and socially, the school reflects the diversity of the local community. ABS enjoys the confidence and support of parents, many of whom are active in the Parent Teacher Association and the ABS Trust.

As an Arts Specialist school, ABS has a high uptake in the visual and performing arts, celebrated by the annual Burghley Arts Fest, Dance Show and numerous musical performances.

Students are encouraged to take on genuine leadership roles, e.g. through the Student Ambassador programme, Student Council and Camden student societies.

ABS is part of the acclaimed LaSwap Sixth Form, in partnership with Parliament Hill School for Girls, La Sante Union and William Ellis School for Boys.

Headteacher Nicholas John

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"Acland Burghley is a fantastic arts school. You can feel this as soon as you step into the building. The students are multitalented, diverse and vibrant which has provided me with a unique teaching environment"

What do staff like about ABS?

Teachers and support staff enjoy excellent professional relationships.

"The Burghley experience is about strong student-teacher relationships, which has been significant in facilitating a caring environment for both staff and students"

Visitors and new staff frequently comment on the warm welcome they receive and how well they are supported, being taken 'under the wing' of more experienced colleagues.

All ECTs are allocated a buddy to help them settle into the school.

Where is ABS?

ABS is perfectly situated in Tufnell Park, a fashionable area of north London. The school is near a number of bus routes and Tufnell Park underground station is directly opposite the school. There is a car park for those who prefer to drive.

The surrounding area has an abundance of restaurants, cafes and places where staff socialise. Waterlow Park and Parliament Hill Fields are a short walk away, as is the village of Highgate and the lively area of Camden Town.

What opportunities will there be after I have completed my ECT year?

The London Borough of Camden offers a rich programme of professional development (PD) which teachers are encouraged to attend. Parliament Hill School offers *Thinking of Leadership* and *21st Century Leadership*, aimed at those considering their first leadership roles. ABS runs the LB Camden *Experienced Middle Leaders* and the *Aspiring to Senior Leadership* programmes. There are opportunities to take part in the leadership programmes run at the Institute of Education in collaboration with the National College.

These opportunities are underpinned by the ABS PD programme; a bespoke range of development opportunities offered throughout the year. These vary from fortnightly sharing of best practice at Teaching and Learning briefings to opportunities for collaboration and innovation.

Teachers, at any stage in their career, are encouraged to take part in or lead extracurricular activities, of which there is a stimulating, varied offer.

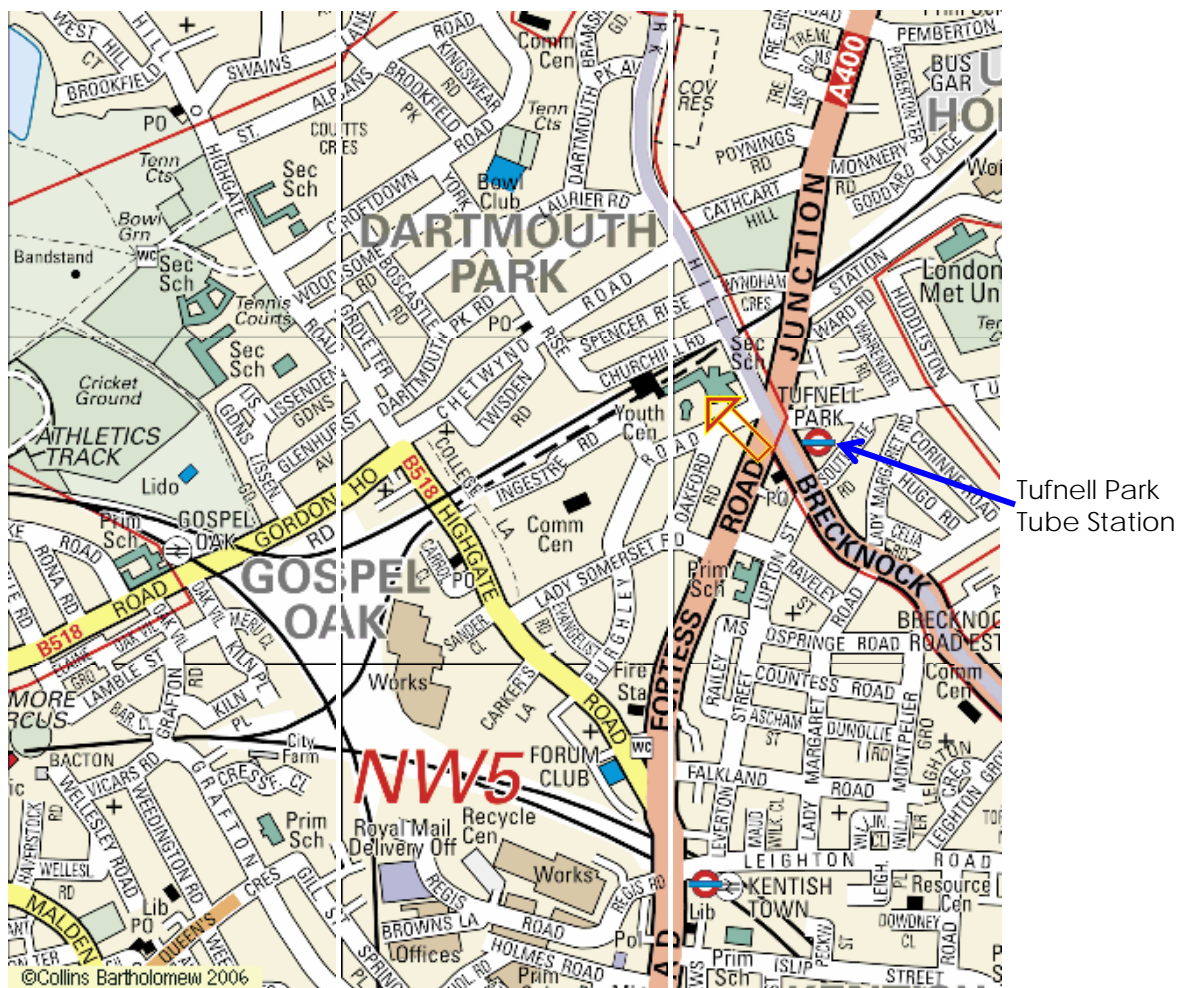
Where can I find out more?

Please contact Michelle Lineham, HR Officer at recruitment@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 not 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.



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Inspection of a good school: Acland Burghley School

Burghley Road, London NW5 1UJ

Inspection dates:

18 and 19 October 2023

Outcome

Acland Burghley School continues to be a good school.

What is it like to attend this school?

Leaders have developed an inclusive community in which all pupils feel welcome. Staff know pupils very well, which ensures they are safe. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils behave well during lessons and around the school site. On the rare occasions when low-level disruption occurs, teachers use clear systems to address it. Pupils enjoy school. They are enthusiastic, happy and take pleasure in learning.

Pupils take part in a range of wider opportunities in the school. These include clubs for creative writing, debating and coding. Students in the sixth form are encouraged to plan and deliver their own clubs for younger pupils in the school. Pupils take part in leadership opportunities, including the student council, the diversity group, and eco-warriors.

There is a wide range of music and sporting opportunities. These include a variety of sports clubs and competitions, choirs and ensembles, and a partnership with a professional orchestra. Pupils have further opportunities to develop their characters through delivering assemblies. They also create podcasts and take part in regular in-class debates.

What does the school do well and what does it need to do better?

Leaders have developed a curriculum that is ambitious and in line with the expectations of the national curriculum. They have identified the key knowledge and skills they want pupils to learn. The curriculum progressively builds on pupils' knowledge over time.

Teachers have strong subject knowledge and present information clearly during lessons. They make adaptations to ensure that pupils with SEND can access the same ambitious curriculum. Staff match work for pupils to their individual needs, including a personalised curriculum for those with more complex needs.

Sometimes, teaching does not check or deepen pupils' understanding before moving on to new content. This means that, on occasion, pupils do not commit knowledge to their long-term memories.

Staff swiftly identify pupils who may struggle to read when they join the school. They identify pupils' individual needs and put in place bespoke support quickly. This ensures that pupils make rapid improvements in their fluency and confidence in reading. A range of strategies are in place to promote a love of reading. Pupils all read regularly in school, including during library lessons, tutor periods and whole-school reading events. Leaders ensure that pupils with SEND receive strong support with their reading.

Pupils generally demonstrate positive attitudes to their learning. Typically, they take great care over their work and produce work of a high quality. On occasion, pupils lose focus in class. Sometimes, staff do not ensure that they support pupils to concentrate on their learning consistently well. Leaders support pupils to have high attendance. They have robust and bespoke procedures in place to enable pupils to attend regularly.

Leaders have designed a comprehensive and well-planned personal development curriculum. This helps pupils to develop an understanding of how to stay safe and healthy. Staff are highly effective at assessing pupils' understanding of these topics. They put in place bespoke support, sometimes using external providers, to support any pupil who needs to deepen their understanding.

Leaders provide a broad range of outings, in which all pupils participate. All pupils, including pupils with SEND, are involved in these opportunities. This helps to enrich pupils' broader personal and cultural development. These include visits to concerts, museums and an outdoor activities centre.

Leaders make sure that all pupils access high-quality careers, advice and guidance. The school welcomes a range of external speakers, including employers and speakers from universities. A variety of talks and workshops ensure that pupils are well informed of their future options and build important employability skills. Students in the sixth form receive high-quality guidance to support their future education and employment.

Leaders look after the health and welfare of staff. They are conscious of the pressures of workload and explore strategies to minimise this where possible. Leaders have built strong working relationships with parents and the local community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching does not check pupils' understanding and identify misconceptions consistently well. This means that, sometimes, pupils are not fully

ready to learn new content and commit knowledge to their long-term memories. Leaders should develop the expertise of all teachers so that they consistently identify and address any gaps in pupils' understanding.

- On occasion, staff's expectations of pupils are not high, including in keeping all pupils attentive in lessons. As a result, some pupils do not demonstrate a consistently positive attitude to the quality of their work. Leaders should ensure that all staff have consistently high standards for the quality of work produced and support pupils to focus and concentrate.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged school to be good in March 2018

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100053
Local authority	Camden
Inspection number	10289763
Type of school	Secondary
School category	Community school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,163
Of which, number on roll in the sixth form	267
Appropriate authority	The governing body
Chair of governing body	Kim Issroff
Headteacher	Nicholas John
Website	www.aclandburghley.camden.sch.uk
Date of previous inspection	March 2018

Information about this school

- The school uses five alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, and a range of staff. They also met with members of the governing body and a representative from the local authority.

- The inspectors carried out deep dives in the following subjects: art, mathematics, science and history. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector

His Majesty's Inspector

Ed Simmons

Ofsted Inspector

Sam Johnson

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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