

3 October 2017

Dear Candidate

Thank you for your interest in applying for the position of Teacher of Science Technician at Acland Burghley School.

I enclose a pack containing:

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

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

I look forward to receiving your completed application form and a statement of no more than 2 sides of A4 by 9am on Monday 30 October 2017. Please ensure that your statement demonstrates how you meet the requirements in the person specification. We do not accept CVs.

Interviews will be held on Thursday 2 November 2017

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

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

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

Yours sincerely

Michelle Lineham
HR Officer

Headteacher Nicholas John

Associate Headteacher Paul Newbury

Burghley Road London NW5 1UJ

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e.info@aclandburghley.camden.sch.uk

w.aclandburghley.camden.sch.uk



Science Technicians

Full time and part time Position available:

35hrs per week, term-time, INSET + 2 weeks (41 weeks in total)

Scale 4 point 18, actual salary £19,404 per annum

21hrs per week, term time INSET + 2 weeks (41 weeks in total) fixed term for 1 year

Scale 4 point 18, actual salary £11,642 per annum

Acland Burghley School is looking to appoint an outstanding laboratory technician from November 2017.

Our dynamic science faculty offers a full range of courses from KS3-KS5 including both A-level Biology and Chemistry, and Level 3 BTEC Applied Science. The successful candidate will be passionate about learning in science and will have the skills and experience to support teachers to provide engaging and inspiring lessons.

Duties will include the preparation of practicals as well as the organisation and maintenance of specialist equipment and resources. The science department occupies a single corridor and has 8 laboratories, 2 prep rooms and a greenhouse.

Good interpersonal skills are required, together with an organised and methodical approach, and the ability to establish and maintain effective and supportive working relationships with students, teachers, non-teaching staff, parents and visitors.

Situated close to Hampstead Heath in the heart of North London, Acland Burghley is a mixed, inclusive, community comprehensive that enjoys high levels of parental support and a close collaborative relationship with other local schools. It is part of the popular and highly successful LaSWAP post-16 consortium with Parliament Hill, La Sainte Union and William Ellis Schools.

We expect all staff to share the school's commitment to the protection and safety of children and young people. This post is subject to an enhanced DBS check.

An application form and details of this post are available on our website or by contacting the school by phone or email.

Closing date: 9am 30th October 2017

Interview date: Thursday 2nd November 2017

Acland Burghley School, Burghley Road, London NW5 1UJ

☎ 0207 485 8515 Fax: 0207 284 3462

www.aclandburghley.camden.sch.uk

Email: recruitment@aclandburghley.camden.sch.uk

London Borough of Camden
Acland Burghley School

JOB PROFILE

Curriculum Technician

POSITION TITLE: Curriculum Technician	DIRECTORATE: Children Schools & Families
	DIVISION: Acland Burghley Secondary School
PAY LEVEL: Scale 4	SECTION: Curriculum Support Team
REPORTS TO: Curriculum Support Team Manager, with task management from the appropriate Head of Faculty	
STAFF SUPERVISED: None	

JOB PURPOSE

To provide **technical support** for teachers and students within a specific department/faculty to support effective teaching and learning.

MAIN DUTIES AND RESPONSIBILITIES

Curriculum Technical Support

- Organise and prepare equipment and resources for lessons, helping teachers to design these activities where appropriate.
- Support teachers and students in lessons to use specific machines, equipment or resources as required.
- Ensure that all health and safety regulations are enforced and commission internal and external health and safety reviews/audits as appropriate, keeping up-to-date with changes in legislation.
- Organise the storage of all materials (particularly those that are poisonous, toxic or flammable) following the appropriate health and safety regulations guidelines.
- Organise regular maintenance of all equipment and machinery used by the faculty.
- Keep up-to-date and accurate records of stock, equipment and other resources, and order new resources as required.
- Keep abreast of new technologies with learning implications for the department.

Student Support

- Support students 1-1 or in small groups during lessons or at other times in using specific equipment, machines or resources as required.
- Accompany students on school trips as required.

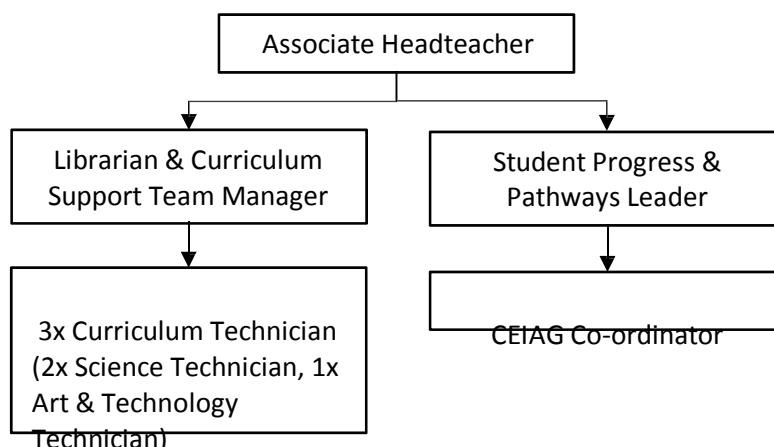
General

- Create and maintain displays and noticeboards across the school as required.
- Work as part of a team to deliver the varied tasks across the school, showing flexibility to meet the demands required.
- Establish and maintain good relationships with all colleagues, students, parents/carers, suppliers, contractors and outside agencies.
- Participate in school events such as open week and contribute to promoting the school to the wider community.
- Provide excellent customer service at all times.
- Show commitment to their continued professional development and performance management.
- Undertake INSET and training and participate in appropriate school meetings.
- Undertake first aid training in order to act as a first aider within the school.
- Undertake fire marshal training in order to act as a fire marshal within the school in line with the Fire Evacuation procedure.
- Undertake any other duties, appropriate to the grade, which may be required as directed by the Head of Faculty, Curriculum Support Team Manager or Headteacher.

Note: All Camden employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties.

NASBM PROFESSIONAL STANDARDS TO BE ADDED AS APPROPRIATE

STRUCTURE CHART



WORK ENVIRONMENT

Post holders will be located in specific workrooms as appropriate to their role, which may include environments containing specialist equipment and materials such as science prep rooms, technology workshops, arts base, etc..

This is a term time plus INSET days plus 2 weeks post (41 weeks per year). Post holders are required to work 35 hours per week between 8.00am and 4.30pm, with an hour for lunch, to be taken as agreed with the task manager. Shifts may vary and post holders will be expected to be flexible in their hours in order to meet business needs, including supporting at after school events as required.

Post holders are required to work on all INSET days.

Post holders are required to hold an enhanced DBS disclosure.

Post holders will be expected to work to deadlines as they arise. Guidance and time management advice will be provided by their line manager.

Post holders are expected to adhere to all school policies and procedures.

WORK CONTEXT

Communications and working relationships

- o Post holders are members of the school's Curriculum Support Team as well as their faculty team. Post holders are regularly required to work closely and have strong relationships with all members of these teams and to make positive contributions to team meetings.
- o Communications into and out of these teams should be treated as confidential.

Innovation (decision making and creativity)

- Post holders will be required to make, at times, critical first aid decisions using their professional judgement.
- Post holders will be expected to use initiative, including making suggestions for improvements and exercise judgement in determining priorities for themselves.
- Post holders will also be expected to have flexibility to adapt to changing school priorities.
- Post holders will be prepared to develop new skills and working methods in order to effectively respond to changing school needs, under the guidance of the Curriculum Support Team Manager.

Resource management

- Responsible for managing stock levels within faculty and advising the HoF on appropriate required resources.

Equal Opportunities statement

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

Safeguarding

The post holders' responsibility for promoting and safeguarding the welfare of children and young people for whom they comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post the post holders become aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to their Line Manager or the School's Designated Safeguarding Lead Officer.

Commensurate statement

The post holder must demonstrate a flexible approach in the delivery of work. Consequently the post holder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the manager.

PERSON SPECIFICATION

QUALIFICATIONS

Essential:

- A levels or BTECs in related subjects.
- First Aid at Work qualification (full course not appointed person course) or willingness to obtain.
- Fire marshal qualification or willingness to obtain.
- Degree in related subject area.

KNOWLEDGE

Essential:

- Knowledge of appropriate subject area
- Able to demonstrate a good standard of literacy and numeracy.
- Commitment to working within the School's aims with regard to safeguarding, equal opportunities and raising achievement.
- Able to handle confidential information with complete discretion.
- A genuine interest in education and being part of the school community.
- An understanding of the issues that may affect young people.
- An understanding of Health and Safety in the workplace and a willingness to undertake any training that may be required.

Desirable:

- Knowledge of SIMS or equivalent database experience.

SKILLS

Essential:

- Ability to communicate effectively, both orally and in writing with students, staff, parents and other visitors to the school in a professional calm, polite, friendly and helpful manner.
- Ability to work on own initiative and prioritise tasks.
- Ability to work under pressure and deal with competing demands.
- Ability to maintain accurate records and filing systems.

Desirable:

- ICT skills, including MS Word, Excel, Outlook, and PowerPoint.

EXPERIENCE

Essential:

- Experience of working within a team environment and the flexibility that this may at times require.

Desirable:

- Experience of working as a science technician.
- Experience of working within a school or similar environment with vulnerable people.
- First Aid experience.



This is an exciting time to join Acland Burghley School

Our vision

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

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

Overview

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

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

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

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

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

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

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

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

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

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

Learning to succeed together

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

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

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

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

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

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

Where to find us

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

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



Tufnell Park
Tube Station

Acland Burghley School
Burghley Road
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t 020 7485 8515

f 020 7284 3462

e info@aclandburghley.camden.sch.uk (general enquiries)

recruitment@aclandburghley.camden.sch.uk (application enquiries)

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26 September 2016

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

Dear Mr John

Requires improvement: monitoring inspection visit to Acland Burghley School

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

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

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

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

The school should take further action to:

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

Evidence

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

Context

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

Main findings

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

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

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

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

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

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

External support

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

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

Yours sincerely

Helen Matthews
Her Majesty's Inspector