

# London Enterprise Academy



*"Learning for Life"*



**Attendance &  
Admissions Officer**



*"Education is the  
most powerful  
weapon which you  
can use to change  
the world"*

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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. Our first set of GCSE results in Summer 2019 was above National Average for both progress and attainment.

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 my team 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 are supplied with their own iPads and students have access to iPads for use in lessons. In a relatively short time we have made huge progress. We have international schools award, eco schools award, Leading Parental Partnership Award. Many pupils have completed DoE, visited Barcelona, Seville and Brussels, awarded Maths Gold, and members of MENSA.

Our Ofsted inspection has not judged the school fairly as progress and attainment is above National Average (GCSE English Grade 4 plus is 79% and maths is 74%). We have a robust action plan which will ensure that we are making sustained progress to get the school to Good.

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 after reading the enclosed information you would like to apply, please follow the instructions that can be found online at [www.londonenterpriseacademy.org/vacancies](http://www.londonenterpriseacademy.org/vacancies). If you have any queries please feel free to call the school 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 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 is 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
- Enterprise



### **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
- 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
- All pupils contribute to "Big Society" through charity and community work

## GCSE results 2019

Number of students: 112 Male – 71, female 41	London Enterprise Academy (2019)	National results (2018)
English Grade 4+	78.2%	75.4%
Maths Grade 4+	74%	69.5
English and maths Grade 4+	66.4%	64.2%
Progress 8 score	0.04	-0.02 (state schools)
EBacc Entry	87.3%	38.4%
EBacc Score	4.1	4.04
EBacc at Grade 4 and above	26.3%	24.7%

## 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**.

The **core curriculum** is taught in single lessons of 50 minutes and doubles of 100 minutes from 8.45 am until 3.00 pm Monday to Friday with **Enrichment** curriculum from 3.00 to 3.50 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?

**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.

**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:

**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 Rich Mix 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.

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

#### ACTIVE ENRICHMENT:

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

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

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

**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

Year 7/8/9			Year 10/11		
Period	Timings Monday & Friday	*Timings Tuesday, Wednesday & Thursday	Period	Timings Monday & Friday	Timings Tuesday, Wednesday & Thursday
<b>Advisory</b>	8.45 am	8.45 am	<b>Advisory</b>	8.45am	8.45 am
<b>1</b>	9.05 am	9.05 am	<b>1</b>	9.05am	9.05 am
<b>2</b>	9.55 am	9.55 am	<b>2</b>	9.55am	9.55 am
<b>Break</b>	10.45am	10.45 am	<b>3</b>	10.45am	10.45 am
<b>3</b>	11.05am	11.05 am	<b>Break</b>	11.35am	11.35 am
<b>4</b>	11.55am	11.55 am	<b>4</b>	11.55am	11.55 am
<b>Lunch</b>	12.45pm	12.45pm	<b>5</b>	12.45pm	12.45 pm
<b>5</b>	1.20 pm	1.20 pm	<b>Lunch</b>	1.35pm	1.35 pm
<b>6</b>	2.10 pm	2.10 pm	<b>6</b>	2.10pm	2.10 pm
<b>7</b>	-----	3.00 pm	<b>7</b>	----	3.00 pm
<b>End of school day</b>	3.00pm	3.50pm	<b>End of school day</b>	3.00pm	3.50pm

\*Yr7 have Enrichment on Tuesday and finish at 3.50pm, Yr8 and 9 Finish at 3.00pm

Yr8 have Enrichment on Wednesday and finish at 3.50pm, Yr7 and 9 Finish at 3.00pm

Yr9 have Enrichment on Thursday and finish at 3.50pm, Yr7 and 8 Finish at 3.00pm



## 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.	James Monk	Chair of Governor	Senior Manager
2.	Shah Muhmud	Local Authority	Youth service/lecturer and experienced governor
3.	Andrew Dowsett	Governor	Senior Auditor
4.	Saeed Ibrahim	Parent Governor	
5.	Lauren Harvey	Staff Governor	Education - Inclusion
6.	Peter Mann	Staff Governor	Education - Inclusion
7.	Ashid Ali	Principal	Education – Leadership and Management
8.	Emma Singh	Vice Chair of Finance	Senior Associate
9.	Joanna Scott	Vice Chair	Education
10.	Sam Bower	Vice Chair of Curriculum and Standards	Senior Auditor
11.	Hafiz Abu Hussain	Parent Governor	
12.	Saeed Ibrahim Hassan	Parent Governor	

# London Enterprise Academy



## Attendance & Admissions Officer

**Closing Date:** 24<sup>th</sup> February 2020

**Job start:** March 2020

**Interviews:** 26<sup>th</sup> February 2020

**Salary:** SP9 – SP13 (depending on experience – term time + 2 weeks)

Undertake administrative procedures associated with attendance and admissions and transfer of pupils between schools.

### Main Duties & Responsibilities

- To be key person responsible for pupil admissions in accordance with the LA/school admissions policy
- To update and maintain the admissions register
- To maintain records and evidence of all pupils who are off roll
- To manage the procedures (including using SAM) relating to pupil transfers in accordance with school/LA policy.
- To be responsible for managing and maintaining SIMS with regard to all pupil records
- To manage an effective daily liaison with the other office staff to ensure all relevant information is entered into Attendance and Admissions and to ensure these systems are up-to-date and correct.
- To be wholly responsible for the admissions process for the school, acting as the school's Admissions Officer, (including mid-term admissions and leavers including CTFs, waiting lists, transfer to another school etc.)
- To arrange prospective parent visits to the school
- To liaise with class teachers/leaders to ensure that incoming children are managed effectively
- To maintain pupil record folders and files
- Responsible for ensuring all school admission packs are kept up-to-date and distributed when necessary
- Ensuring School Admission packs are completed and returned, supporting parents with completing the forms and chasing parents where necessary
- Preparation of information and pupil records for forwarding on to appropriate schools
- Requesting information of pupil records for missing Year 7 and mid-term admissions



## **Attendance Officer**

To work alongside key school staff, children and families to contribute to raising achievement by improving school attendance. To provide a specialist service to assist the school in meeting their obligations and targets in relation to raising school attendance and reducing persistent absence.

### **Main Duties & Responsibilities**

- Maintain daily accurate student attendance and lateness records on SIMS
- Keep a tracker of daily attendance and lateness of students
- Update weekly PA tracker of student attendance
- Maintain evidence and records of pupils who are off roll
- Create and update whole school attendance tracker
- Maintain up to date attendance and attainment records of all pupils educated off site
- Follow up student absences and lateness by telephone, then via text message/email, on a daily basis
- Register late students from Inventory system
- Advise the school on strategies to promote the regular and punctual attendance of all students and assist with the implementation of the strategies
- Meet with school staff, students and parents to identify individual problems and possible solutions to attendance and/or lateness
- Make unsupervised contact with families in response to attendance i.e. home visits and/or meetings in school
- Update staff register tracker daily
- Initiate appropriate legal action through Attendance and Welfare Advisor (AWA) or pupils services to ensure that the school is carrying out its statutory responsibility in respect of students. This will include preparing statements, attending and presenting evidence or request the issuing of penalty notice fines or other legal sanctions and completion of Early Help Assessment (EHA)
- Liaise and work with members of the school pastoral team as well as AWA and LA
- Use SIMS and IT systems to analyse attendance data to produce reports for pastoral leaders and senior managers and other professionals
- Ensure that attendance data is accurate for school census and school audit
- Identify and implement intervention strategies to address poor attendance and celebrate excellent attendance
- Establish and maintain good relationships with all students, parents/carers, colleagues and other professionals
- Report any welfare and/or child protection concerns as per the school policies and procedures

### **General requirements**

To work alongside, and support, the admin team, with the following duties:

- Answering incoming calls, transferring calls to relevant staff and taking any necessary messages and passing them on to the person concerned and ensuring any urgent messages are relayed to pupils and staff efficiently
- Welcoming visitors and guests of the School. Process ID checks for all visitors in accordance with the school's safeguarding procedures ensuring everyone is signed in and out and wearing the appropriate identification
- Supporting all pupils and staff with their enquiries to the School Office
- General photocopying, word processing and administration as required
- Keep the office and reception area presentable, tidy and in order
- Attend whole school meetings, INSET days, staff development and training sessions as required
- Make appointments for staff as requested
- Make tea and coffee for visitors
- Any other duties as can be reasonably expected within the boundaries of the school office

- Together with your line manager be responsible for identifying and agreeing your personal development/training needs
- Excellent interpersonal skills including a 'Can-do' attitude
- The ability to work under pressure, including maintaining a positive attitude, in a demanding and busy environment
- Monitoring and prioritising work in an effective and efficient manner
- Flexible and supportive with the ability to work cohesively as a member of the administrative team
- Handle difficult situations and issues with sensitivity and calm ensuring you are always aware of the safeguarding of our pupils, data protection issues and the need for strict confidentiality at all times
- Able to take initiative and show maturity, tact and discretion bearing in mind the confidential or sensitive nature of the work undertaken
- To carry out all administrative duties (when requested) in a timely and efficient manner ensuring deadlines are met within the school office in order to maintain the efficient running of the school

***London Enterprise Academy is totally committed to safeguarding and promoting the welfare of all our students. All staff working within our academy are expected to share this commitment, complete statutory and additional safeguarding training and be familiar with our policies and procedures.***

***All appointments will be subject to an Enhanced DBS disclosure.***

# London Enterprise Academy



## Attendance & Admissions Officer

**Closing Date:** 24<sup>th</sup> February 2020

**Job start:** March 2020

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**Salary:** SP9 – SP13 (depending on experience – term time + 2 weeks)

## Attendance & Admissions Officer – Person Specification

Person Specification ESSENTIAL	DESIRABLE
<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>• Minimum GCSE English and Maths</li></ul> <p><b>Experience</b></p> <ul style="list-style-type: none"><li>• Appropriate experience as an Attendance &amp; Admissions officer in a secondary school.</li><li>• Experience on Sims.</li><li>• The ability to contribute to the wider work of the school, including our work as tutors and other activities.</li><li>• Committed to the personal professional development of self and of others.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• A proven ability to create a united, committed and highly effective staff subject team.</li><li>• The ability to work individually and as a team within a performance management framework, providing professional development and effectively challenging and managing any under-performance</li><li>• Excellent interpersonal and listening skills</li><li>• Being organised</li><li>• Good communication skills</li><li>• Sound judgement and problem solving skills.</li></ul>	<ul style="list-style-type: none"><li>• Further professional qualifications.</li><li>• Qualified to at least degree level</li></ul> <ul style="list-style-type: none"><li>• Experience on Sams</li></ul>

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

