

London Enterprise Academy



"Learning for Life"

**Assistant Principal
Recruitment Pack**



LEA Pupils with Rev. Jesse Jackson
Global Civil Rights Icon during his visit in December 2021



LEA Principal with A Akhlaque
– secured a place at Cambridge

LEA pupils with England
Cricket Captain Eoin Morgan



*"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 learn 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.

We aim to be outstanding in all areas and become a centre of excellence in everything we do. The 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, and we work closely with local universities and employers to achieve this vision. Fortunately, we have been able to give students access to a level of expertise rarely seen in the state sector.

"Respect for all sums up London Enterprise Academy nicely. Pupils have pride in themselves and their school. They are polite, courteous and welcoming. They, too, are welcomed into school, regardless of their background or previous experiences." **Ofsted July 2022**

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 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, enquiry and the maturity to self-direct their studies and take control of their futures.

In July 2022, Ofsted stated, "Pupils get the right support when they need it. Leaders work closely with external agencies, such as social services and community health experts, and this helps to ensure that expert help is on hand for pupils who are at risk of harm".

This role represents a unique opportunity to join an academy with the highest expectations for students and staff 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 of our teachers and students are supplied with iPads to use in school and at home.

I am looking for someone with the necessary skills, drive and experience to excel in this role, also who can up the standard for teachers who join us year after year.

As Principal, there is no greater priority for me than the recruitment and development of staff. My aim at LEA has always been to create a school that is exceptional in everything it does and 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.

After reading the enclosed information, 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 as directed.

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
- 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 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.



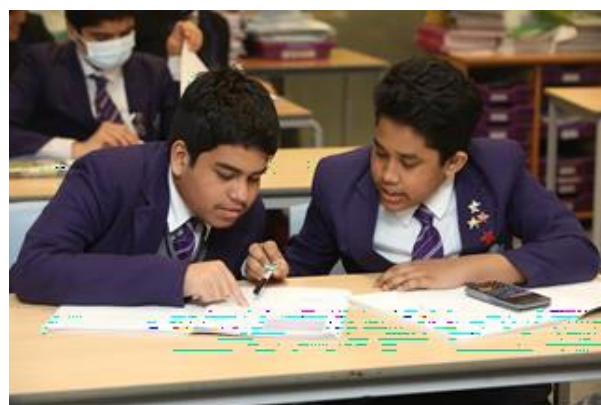
Key Stage 4

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



Parents' Comments

I really appreciate the schools communication regarding my child. It was nicely dealt with which I appreciated
Year 7 parent- January 2021

The pastoral side is excellent, breakfast club, school council, feels safe and cared about.
Year 9 Parent- January 2021

Thank you for all the support and help, especially the ATL department
Year 9 Parent- January 2021

The school has done a fantastic job this lockdown, far better than other schools
Year 9 Parent- January 2021

Educational wise, the school is doing good
Year 11 parent- January 2021

Everyone was given a laptop to work from during the lockdown
Year 7 parent- January 2021

The school is doing well, I am happy with the teachers and staff. They are very kind and helpful.
Year 10 parent- January 2021

The school has always supported my child well
Year 11 parent- January 2021

The school is doing well, I am happy with the teachers and staff. They are very kind and helpful.
Year 10 parent- January 2021

School Day



Year 7/8/9		
Period	Start time Monday & Friday	Start time Tuesday, Wednesday & Thursday
Advisory	8.45am	8.45am
1	9.05am	9.05am
2	9.55am	9.55am
Break	10.45am	10.45am
3	11.05am	11.05am
4	11.55am	11.55am
Lunch	12.45pm	12.45pm
5	1.20pm	1.20pm
6	2.10pm	2.10pm
7	-----	3.00pm
End of school day	3.00pm	3.50pm

Year 10/11		
Period	Start time Monday & Friday	Start time Tuesday, Wednesday & Thursday
Advisory	8.45am	8.45am
1	9.05am	9.05am
2	9.35am	9.35am
Break	10.45am	10.45am
3	11.05am	11.05am
4	11.55am	11.45am
5	12.45pm	12.45pm
Lunch	1.35pm	1.35pm
6	2.10pm	2.10pm
7	----	3.00pm
End of school day	3.00pm	3.50pm

Reasons to work with LEA

What we do to support Staff Welfare:

Small perks that make a *big* difference

- Free breakfast daily
- Free tea, coffee, fruits, biscuits for all staff throughout the day
- Free onsite gym for all staff
- Early finish on Fridays (3:20pm for teachers)
- Subsidised staff events (bowling/dinner), end of term staff celebrations (Christmas, Easter and end of year BBQ)
- Refreshments for twilight sessions
- Recognition with thank you cards, emails and announcements in staff briefing

Bigger benefits

- Small class sizes
- Only one weekly meeting for main scale teachers
- 37.5 hour working week
- Option to invite union rep or colleague to meetings to feel more comfortable
- Access to CPD based on career stage including Masters, NPQML etc.
- In house career progression and support
- Protected PPA time (Planning, Preparation and Assessment)
- Access to school psychologist
- Designated staff room for each faculty
- Admin and reprographics support
- Lower marking and lesson loadings
- Reduced data collection points from 5 to 3 per year
- Large team of pastoral staff for support
- Dedicated staff for SEN and EAL supports to Occupational Health
- Generous overtime rates



London Enterprise Academy Offer

London Enterprise Academy is able to provide our children with a phenomenal education because we employ the very best teachers and support staff who share our vision, values and behaviours. We want our employees to feel valued and offer a competitive package of benefits



National Terms and conditions

The LEA recognises National Terms and Conditions for both Teachers and support staff and annual pay awards are applied in line with national agreements



Trade Union Recognition

We strongly ensure employee relations is both positive and proactive by working effectively with Trade Unions that represent both Teachers and support staff



Teachers and LGPS Pension Schemes

Our staff are given to opportunity to contribute to the Teachers Pension Scheme (TPS) and Local Government Pension Scheme (LGPS)



Staff Development and CPD

We are committed to investing in people providing bespoke training and CPD. Our staff are encouraged and supported in career development. We offer staff opportunity to do Masters degrees and NPQ's



Well Being

Staff well-being is important to us so we offer various initiatives to promote mental and physical well-being such as free breakfast/tea/ coffee, staff residentials, weekly sports, state of the art gym as well as regular well-being meetings



Cycle to Work Scheme

As part of the Cycle to Work Scheme you can buy a bike and accessories up to £1000 and make a tax saving of up to 42% while staying fit and healthy



Family Friendly Policies

We offer an attractive entitlement for staff on maternity, paternity or planning adoption.



Discounted Gym Membership

The LEA offers discounts for staff wishing to join local or other UK gyms



Interest free travel to work loans

The LEA offers interest free loans for staff to purchase public transport season tickets to keep down the cost of travelling to and from work. We also support staff attaining local permit parking



Annual Flu Vaccinations

Annual Flu vaccinations are free to all staff



Reducing Workload

To reduce workload we have for example small class sizes, display & reprographics support, low lesson allocation than union recommendations and we pay generous overtime rates for revision classes



Job Advert



Assistant Principal

Closing Date: 26th October 2023

Job start: January 2024

Interviews: W/C 30th October 2023

Salary: Scale L13-L17 inner London (£72,351 to £78,896)

Contract type: Full Time

Contract term: Permanent

Are you a dedicated, enthusiastic and highly motivated professional who enjoys working with children? If so, we would like to meet you.

London Enterprise Academy is a Free School at the heart of London's vibrant East End. The Academy opened in September 2014 with year 7's only, in a former glass office block, which is fully renovated to a high standard. The Academy will grow to six hundred students aged 11-16 when fully operational and will provide a stimulating education and personalised curriculum within a supportive environment. All of our students are encouraged to stretch themselves to achieve their potential.

At the heart of our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhance ambition in all its pupils. We aim to inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

We now have pupils in year 7-11 and are recruiting for a range of experienced and ambitious staff to add to our experienced and well qualified teaching and support staff:

The successful candidate will be a creative individual, excited by the challenge of working with our Leadership Team. We will work to the strengths of the successful candidate.

We are looking for an outstanding teacher who has had experience of teaching within the secondary setting. This post would equally suit either an experienced senior leader wanting a new challenge or an experienced middle leader wishing to work with a group of dynamic school leaders as they develop their leadership skills.

The successful candidate for the position of Assistant Principal will:

- Hold DfE Qualified Teacher Status, an undergraduate degree and preferably a postgraduate degree
- Be an outstanding practitioner who inspires pupils and have experience of teaching in successful inner city school
- Have a track record of successful learning and teaching and delivering results
- Experience of line management
- Excellent organisational skills and people management
- Good understanding of whole school behaviour strategies and inclusion issues
- Believe that every child can and will succeed
- Be flexible, collaborative and resilient
- Contribute to the whole life of the school through our extensive enrichment programme.
- Have the highest ambitions for your pupils, the department, the school and yourself

We will offer you:

- A unique opportunity to help build the school with whole school responsibilities
- A happy and supportive working environment with high expectations and standards
- An opportunity to develop systems and processes at whole school level
- A network of outstanding practitioners and leaders to collaborate with and learn from
- A range of Leadership and management opportunities to prepare you on your journey ahead

Potential candidates are encouraged to **visit our website** www.londonenterpriseacademy.org for application packs or call Glenda Palmer (PA to Principal) with any questions on **02074260746**

Visits can be made by contacting the school.

Closing date for applications: 26th October 2023

Interviews will be held week commencing 30th October 2023

London Enterprise Academy is 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.



LEA students welcoming King Charles III to Tower Hamlets

Assistant Principal – Job Description

Closing Date: 26th October 2023

Job start: January 2024

Interviews: W/C 30th October 2023

Salary: Scale L13-L17 inner London (£72,351 to £78,896)



MAIN DUTIES AND RESPONSIBILITIES:

This post is subject to the current conditions of employment of teachers contained in The School Teachers Pay and Conditions Document. All teachers are required to adhere to the Teachers' Standards.

THE ROLE

To carry out professional duties of a teacher other than the Principal, as described in the School Teachers' Pay and Conditions Document, including those duties particularly assigned to him/her by the Principal.

MAIN DUTIES:

1. To assist the Principal in the leadership and management of the school and in all aspects of school improvement, including taking full responsibility for the school in the absence of the Principal.
2. To take full responsibility for leading and managing significant aspects of the school, under the overall direction of the Principal.
3. To carry out teaching duties, as required, in accordance with the school's schemes of work and Curriculum.

The job description given below outlines all the duties to be covered by the members of the Leadership Team.

Post Title:	Assistant Principal
Strategic Leadership & Development	<p>The appointee to the post will provide strategic leadership and direction for the aspects listed below. The details will be agreed after appointment and will be subject to annual review.</p> <p>Strategic leadership involves:</p> <ul style="list-style-type: none"> • Negotiating and setting learning policy requirements consistent with the strategic plan • Ensuring accountability through regular reviews of progress and monitoring, • Ensuring an adequate and appropriate data flow and report production • Providing support and challenge as required to all staff involved • Providing direction, support and training to all staff to raise achievement across the curriculum • Performance Line Manager for teaching staff (to be decided)
Specific Responsibility	<p>In addition specific areas of whole Academy responsibility will be allocated from the following list in negotiation with the Principal and according to experience and personal development:</p> <ul style="list-style-type: none"> • SEF for subject areas • Monitoring & Evaluation • Performance Management • Data management & ICT • Development of Academy Specialisms • Attendance & Punctuality • Oversight of Mentoring
Reporting To:	Principal
Responsible For:	HoF/ HoL, Subject Leaders, middle leaders (to be agreed)

Liaising With:	Principal, Academy Leadership Team, Subject Leaders and relevant staff with cross-Academy responsibilities, relevant non-teaching support staff, parents and Governors and other relevant stake-holders.
Contract Type:	Full time, 195 working days
Disclosure Level:	Enhanced
Additional Duties	
General expectations of Academy Leadership Group	<ul style="list-style-type: none"> To ensure a continued focus on the raising of standards throughout the learning and teaching activities to ensure every student makes positive progress Collaborate as a member of the Academy Leadership Group in order to build and realise the shared vision of excellence and high standards for all students To play a major role in determining future strategy for the Academy Contributing actively towards the formulation of all Academy policies and procedures and ensuring their consistent implementation throughout the Academy. To manage delegated budgets effectively. To attend Academy leadership meetings as appropriate. To engage in the process of appointing new staff including the interview process. To participate in duties lunch/break/before and after school. Contributing to assemblies. Sharing in the management of student disciplinary incidents, making recommendations to the Principal regarding exclusions and facilitating the process of student re-integration.
Securing Accountability	<ul style="list-style-type: none"> Agreeing challenging subject targets, including student achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through faculty improvement plans. Ensuring high quality learning and teaching in line managed faculties, following the school policy for self-evaluation and review. To actively participate in the monitoring evaluation and review of teaching and learning in line managed faculties. Managing any capability or disciplinary procedures in line with Academy policy, where appropriate. Monitoring and evaluation Academy Wide
Core Duties/Ethos	
Developing whole school improvement	<ul style="list-style-type: none"> Monitor and support the overall progress and development of students as a teacher. To engage effectively in Performance Management and Review and Objective setting to ensure that there is a quality assurance process underpinning the objectives set in relation to pupil progress objectives for KS3 and KS4 To engage actively in the performance review process, addressing appraisal targets set by the line manager each autumn term.
General	<ul style="list-style-type: none"> Undertake whole Academy duties as outlined in responsibilities agreed each year. To promote equal opportunities and celebrate diversity in all aspects of the Academy. To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. To support the Academy in meeting its legal requirements for worship. To promote actively the Academy's corporate policies.

	<ul style="list-style-type: none"> • To comply with the Academy’s Health and Safety policy and undertake risk assessments as appropriate. • To show a record of excellent attendance and punctuality. • To adhere to the Academy’s Dress Code. • To promote equal opportunities and celebrate diversity in all aspects of the Academy. • To undertake any other duty as specified by School Teachers’ Pay and Conditions Body (STPCB) not mentioned in the above.
Teaching:	<ul style="list-style-type: none"> • To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject areas identified above. • To contribute to the subject area’s Improvement Plan and its implementation. • To attend all appropriate meetings. • To plan and prepare courses and lessons in line with Academy policy • To contribute to the whole Academy’s planning activities. • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy, WRL and Enterprise are reflected in the teaching/learning experience of students. • To undertake assessment of students as requested by external examination bodies, relating to individual subject areas and Academy procedures. • To ensure the basic principles of Assessment for Learning are followed including formative assessment practices as well as peer and self-assessment opportunities
<p>While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p>	

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Assistant Principal – Person Specification

Measurements: A = Application I = Interview R = Reference

KNOWLEDGE AND EXPERIENCE		
Essential		Desirable
<ul style="list-style-type: none"> Graduate (with a good degree). DfE recognised qualified teacher status Minimum of five years teaching experience Proven success in raising achievement as a across at least two key stages. Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance. Successful experience of processes of monitoring, evaluation and review that provide performance data that can be used to improve the quality of teaching and learning. Planning, determining and organising major curriculum areas Successful experience of working in a specialist school. High level of ICT skills and experience of how new technologies can be used to raise achievement, including the use of interactive white boards. Knowledge of the differences in Girls and Boys preferred learning styles and experience in use of strategies that minimise potential differences in achievement. Experience of presenting to a wide audience including teachers, managers, governors and parents. Understanding of how Enterprise can be used across the curriculum to raise standards. Good understanding of creative whole school strategies for improving literacy and the importance of this in raising achievement. Successful experience of embedding cross curricular subjects e.g. Enterprise, Numeracy Experience of embedding innovative strategies for Assessment for Learning and Learning to Learn in a whole school situation. Experience of implementing change successfully at whole school level. Experience of using coaching as a model for ensuring ongoing professional development particularly with subject leaders and teachers. 	<p>A</p> <p>A</p> <p>A</p> <p>R</p> <p>R</p> <p>I</p> <p>R</p> <p>A</p> <p>I</p> <p>I</p> <p>I</p> <p>A</p> <p>A</p> <p>R</p> <p>I</p> <p>A</p> <p>A</p>	<ul style="list-style-type: none"> Experience in Multi-ethnic urban schools Further qualification Evidence of continuous self-development and updated knowledge in the fields of teaching and learning and education management Experience of presenting in local and/or national education forums. Working with and engaging the involvement of external partners and the local community Willingness to undertake NPQH and /or further professional qualifications
SKILLS AND EXPERIENCE		
Essential		Desirable
<ul style="list-style-type: none"> The ability to make sound judgements on standards of teaching and learning observed, giving quality feedback using a coaching model. 	<p>R</p>	<ul style="list-style-type: none"> Skills in budget management and deployment of resources to meet the Academy vision.

<ul style="list-style-type: none"> • Proven ability to identify and implement strategies to raise standards of Teaching and Learning through line management of subject areas. • Ability to lead and manage own work effectively and take responsibility for own professional development. • Excellent communication and presentation skills. • Ability to carry out the job description. • Ability to enhance performance by motivating and developing staff, helping them acquire the skills to prepare for more senior roles. 	<p>A</p> <p>R</p> <p>I</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> • Knowledge and understanding of current issues in safeguarding children and young people • Knowledge and understanding of what constitutes an outstanding school • Knowledge and understanding of Equal opportunities and commitment to their pursuit
PERSONAL QUALITIES		
Essential		Desirable
<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the Academy’s overall vision for success at all levels. • Willingness to work hard. • Record of excellent attendance and punctuality. • Enthusiastic and Exceptional teacher with a proven track record of excellent results in public examinations. • Flexible, adaptable, results orientated, able to prioritise, and resilient under pressure. • Awareness of and commitment to equal opportunities and valuing diversity. • To command and demand respect from the school community. • A commitment to “personalising learning” for all pupils in the Academy. • Creativity and enthusiasm to promote a positive school image to the local and national community. • The aspirations, talent and enthusiasm to become a Principal. 	<p>I</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>I</p> <p>I</p> <p>A</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> • Willingness to contribute to out of hours learning which may include some Saturdays and school holidays through negotiation.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Academy policies are reflected in all aspects of his/her work, in particular those relating to;

- i) Equal Opportunities
- ii) Health and Safety
- iii) Data Protection Act (1984 & 1998)

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.

October 2023



Contact us

For more information or to apply to London Enterprise Academy:

Please visit our website at www.londonenterpriseacademy.org

email us at info@londonenterpriseacademy.org

or telephone us on **020 7426 0746**

School address: **Aneurin Bevan House, 81-91 Commercial Road,
London, E1 1RD**

**Pupils are making sustained
progress towards their targets.**

Ofsted 2017

