



London Enterprise Academy

"Learning for Life"



Teaching Assistant
Recruitment Pack



*We know what we
are, but know not
what we may be*

WILLIAM SHAKESPEARE

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Dear Applicant,

Thank you for taking the time to find out more about London Enterprise Academy (LEA). This pack is intended to give you information about the role and our school's vision and ethos. The academy opened in a refurbished office block in the heart of London's East end to its first cohort of Year 7 students in September 2014.

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 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.

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.

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 of our teachers and students are supplied with their own iPads to use in school and at home.

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

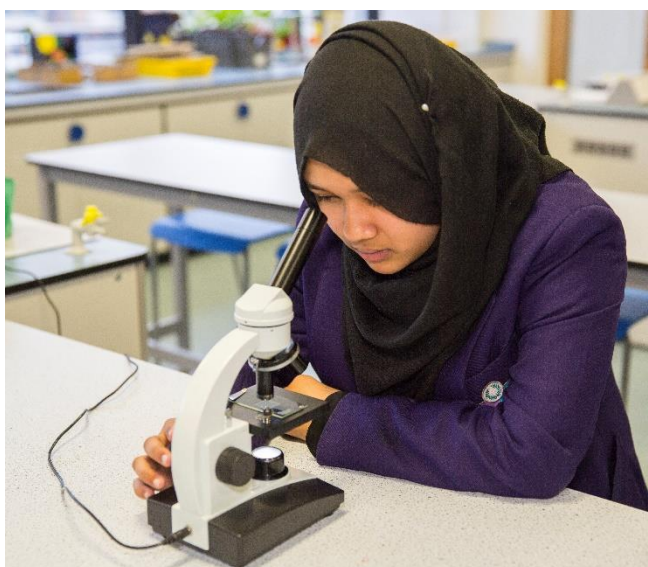
In addition to achieving academic excellence, we instil in every child the beliefs, behaviours and attitudes that will underpin success in life. This means that every student is equipped to:

- 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



GCSE Results – these are results of a GOOD school

| | London Enterprise Academy 2020 | London Enterprise Academy 2019 | National results (all schools) |
|--|--------------------------------|--------------------------------|--------------------------------|
| Pupils achieving a Grade 4 or above in English | 90.6% | 76% | 75.4% |
| Pupils achieving a Grade 4 or above in Mathematics | 78.1% | 74% | 68.0% |
| Pupils achieving a Grade 4 or above in Mathematics and English | 72.9% | 66.4% | 64.3% |
| Progress 8 Score profile | 0.52 | 0.02 | -0.02 (state schools) |
| EBacc Entry profile | 87.5% | 85% | 40.2% |
| EBacc Score profile | 4.86 | 4.04 | 3.85 |
| EBacc at Grade 4 and above | 47.9% | 26.3% | 24.1% |
| EBacc at Grade 4 and above | 25% | 16% | |
| Pupils achieving at least 1 qualification | 97.9 | 100% | |
| Number of Grade 9 | 52 | 26 | |
| Number of Grade 8 | 61 | 44 | |
| Number of Grade 7 | 80 | 74 | |
| % Grades 7-9 | 25.5% | 16.4% | |

School Day



| Year 7/8/9 | | | Year 10/11 | | |
|----------------------------------|----------------------------------|---|----------------------------------|----------------------------------|---|
| Period | Start time Monday & Friday | Start time Tuesday, Wednesday & Thursday | Period | Start time Monday & Friday | Start time Tuesday, Wednesday & Thursday |
| 1 | 8.45am | 8.45am | 1 | 8.45am | 8.45am |
| 2 | 9.35am | 9.35am | 2 | 9.35am | 9.35am |
| Break | 10.25am | 10.25am | 3 | 10.25am | 10.25am |
| 3 | 10.45am | 10.45am | Break | 11.15am | 11.15am |
| 4 | 11.35am | 11.35am | 4 | 11.35am | 11.35am |
| Lunch | 12.25pm | 12.25pm | 5 | 12.25pm | 12.25pm |
| 5 | 1.00pm | 1.00pm | Lunch | 1.15pm | 1.15pm |
| 6 | 1.50pm | 1.50pm | 6 | 1.50pm | 1.50pm |
| 7 | ----- | 2.40pm | 7 | ---- | 2.40pm |
| Advisory | 2.40pm | 3.30pm | Advisory | 2.40pm | 3.30pm |
| End of school day | 3.00pm | 3.50pm | 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 support
- Access to Occupational Health
- Generous overtime rates

Job Description

Teaching Assistant

Closing date: 9th April 2021

Interviews: w/c 12th April 2021

Job start: September 2021 or earlier

Salary scale: £22,500 to £24,500 - Depending on qualifications and experience

Hours: 37.5 hours per week (43 weeks per year – pro- rata)



Purpose

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes; monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning, designing and leading interventions where needed.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement personal targets for key students (Pen pictures) who need further support in specific aspects of school life, including social, emotional and mental health needs.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Track progress and achievement and provide feedback to identified groups of pupils.
- Design, run and track progress in targeted intervention groups, aimed at the specific needs of pupils.

Support for Teachers

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Cover lessons where appropriate, with direction from teaching staff.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets, lesson resources etc.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. numeracy and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Evaluate the effectiveness of interventions in place to improve the impact on student progress.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Analyse student data to inform and improve pupil progress, tracking and monitoring progress of students over time using accurate starting points.
- Support pupils to understand instructions and how to make progress.

Support for the Academy

- Comply with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the academy.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advice and support others.
- Deliver enrichment activities within guidelines established by the academy.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate.
- Accompany teaching staff and/lead pupils on visits, trips and out of school activities as required.
- Be able to cover lessons where needed and support the academy with daily routines.
- Attend relevant meetings as required.

Person Specification

| | Essential | Desirable |
|-----------------------------|---|---|
| Qualifications | <ul style="list-style-type: none"> • NVQ 4 in Teaching Assistant/Child Care or equivalent qualification. • HLTA qualification or Qualified Teacher Status • 2 GCSE's A-C or equivalent in English and Mathematics. • Training in relevant learning strategies e.g. literacy. | <ul style="list-style-type: none"> • Further training and qualifications Experience |
| Experience | <ul style="list-style-type: none"> • Experience of providing general technical/ resources support e.g. preparation of teaching materials, displays etc. • Experience working in a learning environment. • Experience of leading group work. • At least 1 year experience of working with children i.e. voluntary/paid work in schools, playgroups etc. | <ul style="list-style-type: none"> • Experience of covering classes Knowledge and understanding |
| Knowledge and Understanding | <ul style="list-style-type: none"> • A good understanding about taking initiative, prioritising, and working under pressure. • Knowledge about strategies helping to meet deadlines working in a systematic manner is essential. • Thorough understanding and working knowledge of relevant policies/codes of practice/ legislation. • Understanding of statutory frameworks relating to teaching, according to particulars of the post. • Understanding of behaviour management strategies. E 11. • Understanding of First Aid procedures. | <ul style="list-style-type: none"> • Understanding of SIMs • Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies. |
| Skills and abilities | <ul style="list-style-type: none"> • Effective oral and written communication skills. • Excellent use of ICT and other specialist equipment/resources to support learning. • Ability to organise, develop and motivate students. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to build positive learning relationships with students. • Excellent numeracy/literacy skills. • Very good communication and | <ul style="list-style-type: none"> • Ability to organise, lead and motivate a team. • Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy. • Ability to deal with sensitive information in a confidential manner. |

| | | |
|-------|--|--|
| | <p>interpersonal skills.</p> <ul style="list-style-type: none"> • Good at face-to-face dealing with adults and children alike. • Very good interpersonal and communication skills and a strong team player. <p>Enthusiasm, a sense of humour and willingness to engage in school activities and events.</p> | |
| Other | <ul style="list-style-type: none"> • Ability and willingness to offer enrichment activities to our students. • Willingness to work outside normal hours. • Willingness to attend school training sessions. • Empathy with young people facing barriers to their learning. • A commitment to helping young pupils achieve, through education and learning. • An understanding of and a genuine commitment to Equal Opportunities. | |

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.

The post holder must be committed to safeguarding the welfare of children.

London Enterprise Academy
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info@londonenterpriseacademy.org

Aneurin Bevan House has been fully refurbished to accommodate 600 pupils at full capacity. This 7 storey building is on the city fringe, easily accessible from Aldgate East, Whitechapel and Shadwell stations.



You are more than welcome to visit us at:

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London E1 1RD**

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