London Enterprise Academy

"Learning for Life"







Teacher of Science

Recruitment Pack

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

WILLIAM SHAKESPEARE

Contents **page**

Letter from Principal	1
Executive Summary	2
Vision	3
Curriculum and approach to teaching and learning	4
Aspirations and outcomes	4
Curriculum Rationale and Curriculum Plan	5
Enrichment	5
Key stage 4 curriculum	7
School day	8
Governing Body	8
Job Description	9
Person Specification	12
School Premises	14



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.

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 myself and other members of the founding staff team (details attached in this pack) 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 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 set the standard for teachers who join us year on year as the academy grows.

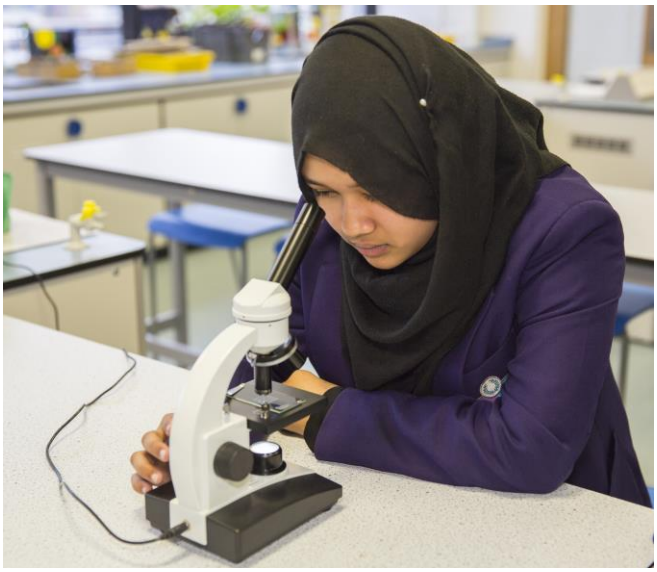
As Principal there is no greater priority for me than the recruitment and development of staff. My aim at LEA is to create a school which is truly exceptional in everything it does. To do that I need an exceptional team. I understand that I will be asking a lot from the staff, but in return I can promise extensive support and development opportunities.

If after reading the enclosed information you would like to apply, please complete the application form that can be found online at www.londonenterpriseacademy.org and return it via e-mail to Beverley at Beverley.Drake@londonenterpriseacademy.org by **13th October 2017**. If you have any queries please contact me directly on 020 7426 0746.

I look forward to receiving your application.

Ashid Ali, BSc (Hons), PGCE, MA (Ed), NPQH
Principal
October 2017

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.

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? This will help ☺

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.

French: This is a full year course and you will be learning basic French conversation as well as learning the vocabulary and reading skills. This will be really useful as we lead into GSCE options.

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:

Summer Performance: This is a two term choice to make sure that you are ready to perform in the summer- in front of invited guests (parents and primary schools) an edited version of a Shakespeare play. You will be learning how to perform on a different stage, learning Shakespeare and how to play a range of characters. There will be a trip for those who take part, to see how other actors play Shakespeare.

Card making: During the Easter term we will have Valentine 's Day, Easter as well as birthdays to celebrate. At the end of term we will also be having a market place where you could sell any cards you make to support a charity of your choice.

Crafty Kids: Making pompoms, knitting and felt work to make beautiful items and learn new skills.

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 Richmix 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.

LEA got Talent: This is a rehearsal space for you to practice your songs for LEA got Talent in the summer.



Recorder club: Get playing with an ensemble and perform at LEA got Talent in the summer.

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

ACTIVE ENRICHMENT:

Martial Arts: Learn to bob and weave with discipline.

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

Dance Club: This is the space to prepare your dance moves for LEA got talent in the summer.

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

Athletics: Going a mile: in this course you will be training and undertaking a mile challenge. Each week there will be a league of students completing the mile challenges- timings and distances will be recorded. Girls and boys will compete separately but the results will be combined. Who will win the mile challenge?



Unihoc: Indoor hockey during the winter months. Learn a new skill and a new team sport.

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

Win Chun: Martial art and self-defence method. Learn confidence and balance in this class.

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 be 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

8.45 am Advisory – am registration/tutor time
9.05 – P1
9.55 – P2
10.45 – Break
11.00 – P3
11.50 - P4
12.40 – Lunch
1.30 – P 5
2.20 – P6
3.10 – Enrichment (Tues – Thur)
4.00 pm – School finish

Mondays and Fridays pupils finish at 3.10pm



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.	Dr Muzzammil Hussain	Chair of Governor	Doctor - NHS
2.	Philip Davis	Governor	Education
3.	Masud Ahmed	Community Governor	Experienced parent governor - extensive community links
4.	Dudbahar Begum	Parent Governor	
5.	Emily De Grove	Staff Governor	Education –T&L and staff development
6.	Peter Mann	Staff Governor	Education - Inclusion
7.	Ashid Ali	Principal	Education – Leadership and Management
8.	Shah Muhmud	Local Authority	Local Authority – Youth service/lecturer and experienced governor
9.	Leanne Gelderd	SGOSS	Controller of Finance - Accountant
10	Chloe Tyler	Chair of Finance, Resources and Audit Committee	Finance - Senior Auditor
11	Jake Levy	SGOSS	Solicitor
12	Joanna Scott	Chair of Curriculum & Standards	Education

London Enterprise Academy

Teacher of Science - Job Description

Closing Date: 13th October 2017
Job start: January 2018 or earlier
Salary: TPS (possible TLR for suitable candidate)

The Role

To support in the creation of a transformational school community by developing an enriching, exciting KS3 curriculum which leads to outstanding progress and attainment in your subject. Initially, to teach Year 7 and 8 students to an exceptional standard. To work closely with other subject teachers to ensure consistently excellent teaching and high standards across your department.

Responsibilities

- Deliver 100% good and outstanding teaching within your department (with a focus on outstanding).
- Tracking, monitoring and accountability for the progress and attainment of students.
- To ensure marking and feedback for students work is of the highest standard across your department.
- Modelling for all subject staff exemplary practice in terms of managing difficult and challenging behaviour from students, and establishing a culture of high expectations.
- Take active part in enrichment classes and interventions.

Outcomes and Activities

- Developing strong partnerships and ensuring regular and productive communication with parents

Teaching and Learning

- Teach outstanding lessons that motivate, inspire and accelerate student progress
- Direct and supervise support staff assigned to lessons and when required participate in related recruitment and selection activities
- Implement and adhere to the academies behaviour management policy, ensuring the health and well-being of pupils is maintained at all times
- Participate in preparing pupils for external examinations
- Maintain regular and productive communication with pupils, parents and carers, to report on progress, sanctions and rewards and all other communications
- Keep abreast of any developments within their subject area

Curriculum setting and assessment

- Develop high quality schemes of work and lesson plans for all year groups, in line with National Curriculum and academy requirements, that are inspiring for learners and teachers alike
- Monitor and assess pupil progress
- Set regular, measurable and significant assessments for the students
- Maintain accurate pupil data that can be used to inform lesson planning and therefore make teaching more effective

- To produce/contribute to oral and written assessments, reports and references relating to individual and groups of pupils
- To ensure the regular setting and completion of high quality home work

Academy Culture

- Support the academies' values and ethos by contributing to high quality enrichment activities
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Help develop an academy culture and ethos that is utterly committed to achievement
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required
- To take on the role as an advisory tutor (form tutor) delivering advisory activities, providing support and monitoring pupils in your advisory group
- Vision aligned with LEA's high aspirations and high expectations of self and others.

Other

- Undertake other various responsibilities as directed by your Line Manager or Principal.

Teacher of Science – Person Specification

Person Specification ESSENTIAL	DESIRABLE
Qualifications • Qualified to at least degree level • Qualified to teach in the UK • Qualified to work in the UK • QTS or equivalent	• Science graduate • Further professional qualifications
Experience • Appropriate experience as a teacher in a secondary school. • Ability to deliver consistently outstanding lessons to pupils of all ages and abilities. • Have created high quality lesson plans and schemes of work. • The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents. • The ability to contribute to the wider work of the school, including our work as tutors and other activities. • Committed to the personal professional development of self and of others. • Conducting lesson observations as a tool for improvement.	• Experience of teaching a second subject • Experience of having worked successfully in at least one outstanding school in an urban, multi-cultural setting, teaching pupils from disadvantaged backgrounds.
Skills • An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence. • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Ability to plan, monitor, evaluate, review and lead by example. • Sound judgement and problem solving skills. • An ability and willingness to teach across more than one subject. • A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in	

order to raise individuals' and cohorts' attainment. ***Motivation*** • Willing to be fully engaged in the whole life of the academy including extra-curricular activities. • Committed to team work and working collaboratively with colleagues. • A clear vision of what you want to achieve with this department, which is aligned to LEA's core vision and values. • A commitment to the safeguarding and welfare of all pupils. • Experience of leading successful enrichment and extra-curricular activities, which inspire and motivate learners. ***Attributes*** • A clear passion for your subject. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • Genuine belief in the potential of every student.	

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, 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 2017

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







