

28 June 2024

Dear Candidate

Thank you for your interest in applying for the position Student Progress Leader at Acland Burghley School.

I enclose a pack containing:

1. Job advert
2. Job Description and Selection Criteria
3. Where to find us
4. Latest Ofsted information

The application form is available at www.aclandburghley.camden.sch.uk in the employment opportunities section.

Please return your completed form to recruitment@aclandburghley.camden.sch.uk or post to the school address.

I look forward to receiving your completed application form and a statement of no more than 2 sides of A4 by 12pm on Wednesday 10 July 2024. Please ensure that your statement demonstrates how you meet the requirements in the person specification. We do not accept CVs.

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

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

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

Yours sincerely

Michelle Lineham
HR Manager

Headteacher Nicholas John

Burghley Road London NW5 1UJ t.020 7485 8515
e.info@aclandburghley.camden.sch.uk w.aclandburghley.camden.sch.uk



Student Progress Leader (SPL)

35 hours per week, term time + 2 weeks (total 41 weeks)

Scale SO2 £36,428 (actual pro rata amount)

Required for September 2024

The Governing Body of Acland Burghley is looking to appoint an outstanding Student Progress Leader (SPL) to join the school's academic support team. The role of SPL is a non-teaching post attached to a specific key stage in the school with responsibilities around student attendance, progress and well-being. The role involves 10 days' work outside term time to support with results' days and other calendared events.

The successful candidate will be a strong team player, who is passionate about inclusion and supporting students to overcome barriers to learning. Effective SPLs are relentless in supporting students to make good progress in their learning, and resourceful and creative in finding ways to help them to succeed. The post of SPL is funded partly from the Pupil Premium, and post holders are expected to dedicate significant energy to ensuring that disadvantaged students receive the support they need to keep pace with their more advantaged peers.

The successful candidate will have a strong commitment to ensuring that every student makes outstanding academic progress together with experience of supporting students to successfully move onto the next stage of their education. S(he) will have the highest expectations for the attendance, behaviour and academic progress and will understand the importance of the partnership between school and families. They will be comfortable liaising with a range of partners outside school and will be able to plan and deliver high-quality information evenings for parents / carers. Organisational skills are paramount in this role.

Student Progress Leaders share responsibility for the educational outcomes of students in their year groups and are held accountable for these through appraisal by the Director of Learning for their key stage. Candidates should be able to demonstrate that they are effective at managing their time to make impact on student progress and will play an active and visible role in managing the behaviour of students across the site throughout the school day.

Above all, applicants for the posts should demonstrate an uncompromising belief in the potential of every student, and the skills to personalise their approach so that every child succeeds both in their chosen academic pathway and in terms of maximising their extra-curricular opportunities including work experience. The successful candidate will demonstrate an ability to work successfully with students from across the ability range in order to maximise their potential; the achievement of disadvantaged and SEND students is at the heart of our school and a commitment to inclusive practice goes alongside this role.

If you would like to play your part in securing outstanding provision for our students, we would very much like to hear from you. To arrange an informal telephone conversation or a visit to the school, please contact Michelle Lineham, HR Manager on recruitment@aclandburghley.camden.sch.uk

Closing date for applications: 12pm on Wednesday 10 July 2024

Interviews TBC

For further details of the post and to download an application pack please visit

www.aclandburghley.camden.sch.uk/employment-opportunities/

Please note: we do not accept CVs.

Acland Burghley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates will be required to undergo an enhanced DBS Check and online vetting check.



Acland Burghley School

JOB DESCRIPTION			
Post Title:	Student Progress Leader	Grade:	Scale SO2 35 hpw Term time +2 (41 weeks per year)
Department:	Key Stage Pastoral & AEN	Date:	September 2024
Responsible to: Deputy Headteacher/ Director of Learning/ Student Safeguarding Leader			

INTRODUCTION

A **Student Progress Leader** will support KS DoLs and YTLs with the progress of students, focusing in particular on those who require additional intervention, and on key transition points in students' journey in school.

SPLs are mainly student facing, spending their time leading interventions to support transition, behaviour and progress. (S)he will work within a key stage under the direction of the Deputy Headteacher and DoL for that KS to drive excellent student progress and foster an outstanding ethos across the school. They will intervene with students who are not making required progress in their learning, or who are not engaging fully yet with the school's expectations for behaviour.

An SPL's responsibilities around behaviour management will be overseen by the Deputy Headteacher and Director of Learning for that Key Stage. Line Management will be by the Student Safeguarding Leader. The Student Progress Leader will be responsible for working with parents to ensure that targeted students reach their full potential.

The following are the main responsibilities of the post:

1. **Inclusion, AEN and safeguarding**

- To have strong understanding of the individual needs of targeted students, and to be a crucial part on the support for these students, following the 'assess, plan, do, review' model of the 2015 SEND Code of Practice.
- To support tutors to monitor and track attendance and punctuality of targeted students.
- To follow up punctuality and attendance issues by liaising with students, parents and the attendance team.
- To complete CAFs as necessary.
- To attend TAC meetings and meetings with external agencies.
- To apply trauma informed practice strategies to support targeted students.
- To liaise with external agencies to support the behaviour and wellbeing of students.
- To carry out whole school duties each day including: on and around the school gate at the start and end of the school day; in allocated locations at break and lunchtimes,

including in the school canteen; on corridors throughout the school between lessons; on call during lessons.

- To ensure assist in the smooth running of the internal exclusion room, including supervising private study on a rota when required.
- To ensure that students placed in the IER have appropriate work set, and that this work is returned to faculties to be marked.
- To tailor the IER programme for students as appropriate, to ensure students are successful, and that the IER sanction provides opportunity to reflect and learn from mistakes.
- To organise and attend reintegration meetings for students in receipt of internal or external suspensions.
- To ensure the smooth running of school detentions.
- To apply/enforce appropriate sanctions for students.
- To act as a behavioural role model to staff and students.
- To ensure adherence to all procedures for safeguarding children, and to take a leading role within the relevant KS team in this regard.
- To lead the induction and monitoring of new students to the year group, including completing admissions interviews.

2. Student Progress

- To build a caseload of students with DoLs and YTLs with a focus on students with AEN, those in receipt of the Pupil Premium and students where their behaviour for learning is a concern.
- To ensure that the majority of their day to day work is leading student facing interventions and working with students on their caseload as individuals or small groups. This may be in mainstream classes or as part of a withdrawal programme.
- To organise and deliver interventions for students who are not making sufficient progress, and to monitor the impact of these interventions. These may include: ELSA, Circle of Friends, Zones of Regulation, Accelerated Reader, Sporting Activities, Numeracy Work.
- To deliver Life Skills sessions to students where appropriate including using the food technology room, greenhouse, garden and other areas of the school.
- To set and monitor targets for students, e.g. using student reports.
- To be the key worker for targeted students.
- To ensure that students with medical needs receive the required support to enable excellent progress.
- To attend Student Progress Review meetings, and to prepare reports on student progress.
- To help with the quality assurance of student progress data.
- To work with Year Teams to prepare for and coordinate parents' evenings and other whole school events including sending letters, quality assuring reports and following up non-attendance by families.
- To organise meetings with parents, in consultation with Year Team Leaders and Directors of Learning, regarding students whose progress is a cause for concern.
- To support tutors in monitoring student planners, equipment and behaviour for learning.
- To support the year team, and to depute for the YTL in his or her absence, including leading meetings.

- To create and deliver an appropriate transition between each year group and a more rigorous, intensive one for those transitioning between each key stage.

3. Curriculum

- To be a key leader in the school's behaviour curriculum, strongly reinforcing the behaviour policy.
- To monitor the provision and attendance at enrichment activities, producing half termly reports.
- To support tutors with the provision of effective tutor time programmes.
- To take registers and tutor periods in the event of teacher absence.
- To help YTLs to organise assemblies, and to ensure their smooth running.
- To support YTLs and DoLs in organising trips and visits, including accompanying and leading trips and visits for the relevant year group.
- To support students to take up personalised study plans and to accompany them off site.
- To set up and monitor external and internal mentoring and coaching for students to support their progress.
- To run student voice activities, including student interview panels for internal and external recruitment.
- To support the development of an inclusive educational ethos at Acland Burghley School.
- To support with summer schools, weekend residentials, holiday revision classes and examination results, and any other days as required by DoLs, within the 2 additional weeks outside of term time.
- To play a role in the development of the school's new out of hours Opportunity Centre.

4. General

- To take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.
- To be a first aider, undertake the necessary training and carry out first aid duties as required.
- To undertake some invigilation duties during the examination periods, if required.
- Under the direction of a teacher, to read for and scribe for an individual student when sitting tests and examinations, as appropriate.
- The post holder will work 35 hours per week spread equally across five days during term time, including INSET days, with standard hours of 8.25am-4.25pm with an hour for lunch to be taken outside of school break times. The post holder will work an additional 2 weeks (to a total of 41 weeks) spread across all holiday periods as agreed with their line manager. The post holder will need to be able to work flexibly, as she/he will be required to attend some 8am meetings and parents' evenings.
- The post holder is required to hold an enhanced DBS disclosure. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.
- The post holder is expected to adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities.
- The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom (s)he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all

times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school (s)he must report any concerns to his/her Line Manager or the school's Designated Safeguarding Lead.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head Teacher. This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

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

COMMENSURATE STATEMENT

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

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____ Date _____
Postholder

Signed _____ Date _____
Headteacher

Acland Burghley School

Person Specification Student Progress Leader

Education, Qualifications & Experience	1. GCSE/ O Level 5 passes minimum, including English Language and mathematics 2. Evidence of continued educational endeavour, e.g. degree, A levels, vocational qualifications. 3. Ability to deliver excellent intervention programs including: ELSA, Circle of Friends, Zones of Regulation, Accelerated Reader and other intervention programs. 4. Excellent skills in literacy, numeracy and ICT. 5. Highly developed organisational skills. 6. Experience of working in primary or secondary school environment, or similar. 7. Experience of working in a team, and of taking on a leading role in a team.
Knowledge, Skills & Understanding	1. Knowledge of student progress systems within the school, and willingness to undertake training in this regard. 2. Knowledge and understanding of the 2015 SEND Code of Practice. 3. Understanding of student progress targets. 4. Knowledge of how students learn, and of strategies for supporting students who are failing to make good progress. 5. Knowledge of secondary school curriculum. 6. Understanding of the roles that numeracy and literacy plays in supporting all young people to succeed. 7. Understanding of the role of healthy eating and healthy lifestyles in supporting young people to succeed. 8. Understanding of the role played by family members and other adults in ensuring that young people succeed.
Professional	1. Develops excellent relationships with students.

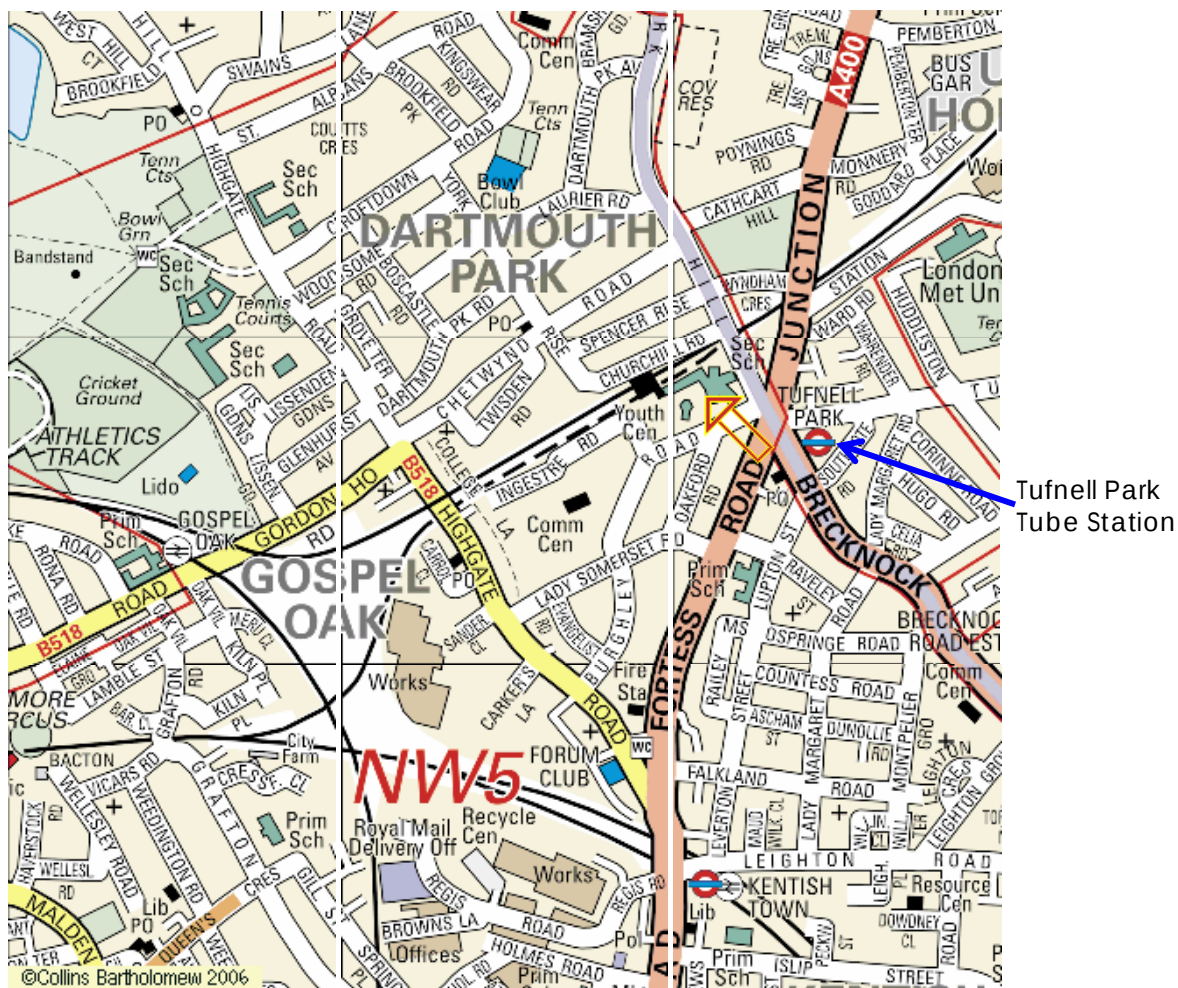
Expertise	2. Ability to be a role model for young people. 3. Ability to communicate effectively with staff, parents and students, and to work as part of a team.
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Monitoring, Evaluation & Review and Accountability	1. Ability to keep written records and accurate files on student progress and development. 2. Ability to provide written and oral reports to relevant meetings, including SLT. 3. Willingness to undertake training to develop in role. 4. Willingness to accept advice from school leaders.
Other Professional Requirements	1. A willingness to initiate and participate in both cross-curricular and extra-curricular activities. 2. Has the ability to work with parents, external agencies and the wider community. 3. Determination to promote a culture that celebrates success. 4. Ability to lead by example, setting high standards of punctuality, dress and conduct. 5. Clarity of thought and vision with proven ability to finish a task. 6. Positive, team based approach to school improvement, with a 'can-do' attitude to making Acland Burghley an 'outstanding' school. 7. Desire and aptitude to develop professionally beyond this post.

Where to find us

The school stands on the border of Camden with Islington. It is close to Tufnell Park underground station and to Kentish Town (Thameslink) and several bus routes pass nearby. Car parking space is not available on the school site.

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



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e info@aclandburghley.camden.sch.uk (general enquiries)
recruitment@aclandburghley.camden.sch.uk (application enquiries)
w www.aclandburghley.camden.sch.uk

Inspection of a good school: Acland Burghley School

Burghley Road, London NW5 1UJ

Inspection dates:

18 and 19 October 2023

Outcome

Acland Burghley School continues to be a good school.

What is it like to attend this school?

Leaders have developed an inclusive community in which all pupils feel welcome. Staff know pupils very well, which ensures they are safe. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils behave well during lessons and around the school site. On the rare occasions when low-level disruption occurs, teachers use clear systems to address it. Pupils enjoy school. They are enthusiastic, happy and take pleasure in learning.

Pupils take part in a range of wider opportunities in the school. These include clubs for creative writing, debating and coding. Students in the sixth form are encouraged to plan and deliver their own clubs for younger pupils in the school. Pupils take part in leadership opportunities, including the student council, the diversity group, and eco-warriors.

There is a wide range of music and sporting opportunities. These include a variety of sports clubs and competitions, choirs and ensembles, and a partnership with a professional orchestra. Pupils have further opportunities to develop their characters through delivering assemblies. They also create podcasts and take part in regular in-class debates.

What does the school do well and what does it need to do better?

Leaders have developed a curriculum that is ambitious and in line with the expectations of the national curriculum. They have identified the key knowledge and skills they want pupils to learn. The curriculum progressively builds on pupils' knowledge over time.

Teachers have strong subject knowledge and present information clearly during lessons. They make adaptations to ensure that pupils with SEND can access the same ambitious curriculum. Staff match work for pupils to their individual needs, including a personalised curriculum for those with more complex needs.

Sometimes, teaching does not check or deepen pupils' understanding before moving on to new content. This means that, on occasion, pupils do not commit knowledge to their long-term memories.

Staff swiftly identify pupils who may struggle to read when they join the school. They identify pupils' individual needs and put in place bespoke support quickly. This ensures that pupils make rapid improvements in their fluency and confidence in reading. A range of strategies are in place to promote a love of reading. Pupils all read regularly in school, including during library lessons, tutor periods and whole-school reading events. Leaders ensure that pupils with SEND receive strong support with their reading.

Pupils generally demonstrate positive attitudes to their learning. Typically, they take great care over their work and produce work of a high quality. On occasion, pupils lose focus in class. Sometimes, staff do not ensure that they support pupils to concentrate on their learning consistently well. Leaders support pupils to have high attendance. They have robust and bespoke procedures in place to enable pupils to attend regularly.

Leaders have designed a comprehensive and well-planned personal development curriculum. This helps pupils to develop an understanding of how to stay safe and healthy. Staff are highly effective at assessing pupils' understanding of these topics. They put in place bespoke support, sometimes using external providers, to support any pupil who needs to deepen their understanding.

Leaders provide a broad range of outings, in which all pupils participate. All pupils, including pupils with SEND, are involved in these opportunities. This helps to enrich pupils' broader personal and cultural development. These include visits to concerts, museums and an outdoor activities centre.

Leaders make sure that all pupils access high-quality careers, advice and guidance. The school welcomes a range of external speakers, including employers and speakers from universities. A variety of talks and workshops ensure that pupils are well informed of their future options and build important employability skills. Students in the sixth form receive high-quality guidance to support their future education and employment.

Leaders look after the health and welfare of staff. They are conscious of the pressures of workload and explore strategies to minimise this where possible. Leaders have built strong working relationships with parents and the local community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching does not check pupils' understanding and identify misconceptions consistently well. This means that, sometimes, pupils are not fully

ready to learn new content and commit knowledge to their long-term memories. Leaders should develop the expertise of all teachers so that they consistently identify and address any gaps in pupils' understanding.

- On occasion, staff's expectations of pupils are not high, including in keeping all pupils attentive in lessons. As a result, some pupils do not demonstrate a consistently positive attitude to the quality of their work. Leaders should ensure that all staff have consistently high standards for the quality of work produced and support pupils to focus and concentrate.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged school to be good in March 2018

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100053
Local authority	Camden
Inspection number	10289763
Type of school	Secondary
School category	Community school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,163
Of which, number on roll in the sixth form	267
Appropriate authority	The governing body
Chair of governing body	Kim Issroff
Headteacher	Nicholas John
Website	www.aclandburghley.camden.sch.uk
Date of previous inspection	March 2018

Information about this school

- The school uses five alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, and a range of staff. They also met with members of the governing body and a representative from the local authority.

- The inspectors carried out deep dives in the following subjects: art, mathematics, science and history. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector

His Majesty's Inspector

Ed Simmons

Ofsted Inspector

Sam Johnson

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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