



# **Head of Business**

## **Isaac Newton Academy**

### **Candidate Information Brief**



**March 2019**

Dear colleague,

Thank you for your interest in the post of Head of Business BTEC at Isaac Newton Academy, an ARK School. I'm delighted to have this opportunity to introduce myself, to give some details about our school and to describe the kind of candidate we hope to appoint to the position.

Isaac Newton Academy opened in September 2012 in Ilford, East London, in brand new, purpose-built accommodation. The Academy has been carefully designed with ARK's philosophy in mind and has facilities and resources to support a rich and diverse 21st century curriculum. It will have an intake of 180 year 7 students each year. When full, in 2018, the secondary school will be 1,250 students (900 11 – 16 year olds and 350 sixth formers). In 2014 the primary phase of the Academy opened to 90 reception-aged pupils. This too will grow year on year, until full in 2020. The Academy benefits from joining a number of successful secondary schools in the diverse Redbridge community as well as being part of the ARK Schools network.

I feel both privileged and excited to have been appointed as Isaac Newton Academy's Interim Principal. I joined the academy as Vice Principal prior to it opening and helped shape its vision and ethos. The chance to create a new and outstanding school from scratch, designing the curriculum, policies and procedures, structuring the school day and year and appointing the staff, is a rare and golden one. I am committed to providing an inspirational and life-enhancing educational experience for all the young people who attend the academy.

The new Head of Business BTEC at Isaac Newton Academy will be a key member of staff. First and foremost, I am looking for an individual who is committed to ARK's six pillars (see pages fifteen to sixteen) and feels as passionately as I do about the school's vision (outlined in the prospectus found on the Academy website). You will read that at Isaac Newton Academy we have extremely high expectations of ourselves and of each and every student. It is important that the post holder believes unswervingly that, regardless of background or prior attainment, every student entering the school has the potential to leave with a set of qualifications that will enable them to pursue their education at a top university. We are setting ourselves very ambitious goals, and the post holder will play a central role in ensuring that Isaac Newton becomes a truly great school. They will require determination, resilience, optimism and creativity in order to ensure that effective and efficient systems are in place to support every student to achieve their target grades.

It is my vision that Isaac Newton Academy will be at the centre of the local community, with opportunities for the students' parents, siblings and neighbours to attend classes and benefit from the amazing facilities. I am looking to appoint an Business BTEC leader who shares this desire to enrich the lives of residents of Ilford and make the school a true community school.

And what you can expect from me as your Principal? I will be committed to providing you with the environment, support and resources necessary to carry out your role to an outstanding level. I will prioritise your professional development needs. I will ensure that you receive supportive and developmental line management and coaching.

Business BTEC is very popular choice for students at KS5, students have the opportunity to take the Extended Certificate, the National Diploma and the Extended Diploma. Our links with ARK schools has meant we have been able to work with Salesforce to provide real-life learning opportunities. The culture and ethos across the Sixth Form is strong irrespective of the course choice a student makes. This is an exciting and excellent opportunity for any leader who is passionate about the Business BTEC curriculum and the opportunities it offers to young people.

If what you have read about Isaac Newton Academy chimes with your personal educational philosophy, I very much hope that you will consider applying for the post. This is a key role in the Academy and a challenging yet highly rewarding opportunity.

If you have any technical issues with the application form, please contact our recruitment team on 0203 116 6345 or [recruitment@arkonline.org](mailto:recruitment@arkonline.org). For a candidate information pack or an informal, confidential discussion please contact Human Resources on 020 8911 6656 or [hr@isaacnewtonacademy.org](mailto:hr@isaacnewtonacademy.org).

To apply please go to: <http://isaacnewtonacademy.org/vacancies>. Please submit your application by **11am on 23<sup>rd</sup> April 2019**.

We reserve the right to close this vacancy prior to the advertised closing date , should we feel we have found a suitable candidate.

Yours faithfully,



Jo Spencer  
**Interim Principal**

**Isaac Newton Academy, Redbridge**  
**Interim Principal: Jo Spencer**

**Head of Business**

**Start Date:** September 2019  
**Location:** Ilford, Redbridge  
**Deadline:** 11am 23rd April 2019  
**Salary:** Ark MPS (£28,286-£39,937) / UPR (£41,925-£45,086) plus TLR 2a (£2,721)

In September 2012 Isaac Newton Academy opened with its inaugural cohort of 180 year 7 students. The school will grow, year on year, to become an 11-18 academy of 1250 students with specialist status in mathematics and music. In 2014 the primary phase of the academy opened to 90 reception-aged children. This too will grow each year, until full in September 2020.

**Job Description: Head of Business BTEC**

This job description should be read in conjunction with the Isaac Newton Academy Vision and Expectations papers.

**The Role – key responsibilities**

- To lead and manage the subject area
- To be accountable for student progress and attainment levels within the subject area
- To ensure that strategies are in place to maximise levels of attainment in art for all students
- To develop and enhance the practice of other members of staff in the subject area
- To ensure that centre requirements are met and that there are high quality IV processes and systems in place within the Business BTEC
- To contribute to the strategic leadership of the Academy, developing, implementing and evaluating systems, policies and procedures
- To actively promote the academy and liaise with outside agencies as necessary, representing the Academy or ARK as appropriate
- To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld
- To communicate and liaise with staff, students, parents, governors and members of the local community as appropriate
- To be active in issues of staff and student welfare and support
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment
- To demonstrate a commitment to Equality of Opportunity for all members of the Academy's community
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**Curriculum and Assessment**

- To teach and model the delivery of outstanding lessons that motivate and inspire students, equipping them with the knowledge and skills needed to achieve at the highest levels
- To review and develop the curriculum, involving subject staff and students

- To keep up to date with national developments in the subject area at each key stage and teaching practice and pedagogy
- To set, oversee and evaluate regular, relevant and diagnostic assessments for students ensuring that they are carried out consistently by all subject staff and standardised /moderated thoroughly
- To ensure that all student data is understood, interpreted and utilised by all subject staff to modify planning and personalise support
- To ensure that all subject staff are marking, assessing and providing feedback in line with best practice and Academy policy at all times
- To be a teacher of reading (along with all Academy staff) and to promote and encourage reading through the Business BTEC curriculum
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### **Monitoring and Evaluation**

- To monitor the effectiveness of teaching and learning within the subject area, through regular lesson observations, folder checks and other data collection methods
- To ensure that all staff have short, medium and long term plans to deliver highly effective lessons and schemes of work
- To regularly and forensically review the attainment and progress of all students, groups and subgroups with subject staff and plan, implement and oversee support and interventions
- To produce reports as required on student attainment and progress
- To liaise with all appropriate personnel regarding support for student progress, including SENCO, SLT and parents/carers
- To ensure that all Academy policies are implemented consistently by subject staff

### **Strategic Leadership**

- To lead colleagues in the subject area in formulating aims, objectives and strategic plans for the team which support and complement those of the Academy
- To produce an annual Subject Improvement Plan and monitor and evaluate its delivery and impact
- To plan the deployment and development of staff expertise to achieve Subject Improvement Plan objectives
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### **Staff Development**

- To support the development and training of subject staff, ensuring that their CPD needs are met
- To establish a structure for mentoring, coaching and line managing staff in the subject area, including NQTs and trainees as appropriate
- To act as Performance Developer for members of the subject area, carrying out PD reviews in line with the Academy's policy and setting challenging and appropriate targets
- To support other members of the team in discharging their PD duties and to monitor the effectiveness of PD arrangements within the subject team
- To participate in the recruitment process for members of the subject team
- To ensure effective induction of new staff in line with Academy procedures
- To promote teamwork and to motivate staff to ensure effective relations
- To be responsible for the deployment of staff and the day to day management of subject colleagues, acting as a positive role model
- To provide advice to colleagues on threshold progression, career development etc.

- To support and challenge team members, including in circumstances when they are underperforming
- To organise effective team meetings with relevant agendas centred on teaching and learning and raising attainment

### **Resources**

- To effectively manage and deploy teaching staff in the subject area
- To effectively manage the subject area's budget in order to progress agreed team and Academy priorities, maximise attainment and ensure value for money
- To effectively manage physical resources in order to maximise attainment levels and maintain an environment conducive to learning

### **Professional Pathways offer**

- To ensure that the opportunities offered through the ARK Schools Professional Pathways programme are successfully executed
- To play an active role in ARK School Professional Pathways teacher networks, utilising the support of the network to maximising outcomes and the learning experience for our students

### **Other**

- To be a form tutor and deliver tutorial, BRIDGES and PSHE sessions to the form group
- To undertake any other professional duties as set down in the ARK Schools pay and conditions of service document, and as directed by the Vice Principal or Principal.
- To undertake the main professional duties of a teacher as set out in the ARK Schools pay and conditions of service document
- To meet the expectations of all INA staff as laid out in the Staff Expectations Policy
- To uphold all Academy policies with consistency and diligence.

### **Person Specification: Head of Business BTEC**

#### **Qualification Criteria**

- Qualified to degree level and above
- Qualified to teach (and work) in the UK.
- Qualified and experienced to teach BTEC Business at KS5

#### **Knowledge**

- In-depth knowledge of Business BTEC level 3 courses at KS5
- Up to date knowledge of Business BTEC level 3 curriculum developments
- Excellent subject knowledge

#### **Experience**

- Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socio-economic disadvantage (desirable)
- Experience of delivering consistently outstanding lessons to students of all ages and attainment levels
- Experience of implementing behaviour management strategies consistently and effectively

- Experience of supporting students of all ages and attainment levels to make excellent progress and achieve impressive examination outcomes
- Experience of having designed, implemented and evaluated effective, imaginative and stimulating Schemes of Learning
- Experience of having contributed to policy formulation, implementation, evaluation and review
- Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour.
- Experience of raising attainment in a challenging classroom environment
- Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities.

### **Behaviours**

- Passion for the subject
- High expectations for accountability and consistency
- Vision aligned with ARK's high aspirations, high expectations of self and others
- A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision
- Motivation to continually improve standards and achieve excellence
- Commitment to the safeguarding and welfare of all students and providing equality of opportunity
- The ability to enthuse and inspire others
- The ability to consistently deliver outstanding lessons
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and recognition
- Excellent communication, planning and organisational skills
- Demonstrates resilience, motivation and commitment to driving up standards of achievement
- Acts as a role model to staff and students
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice
- The ability to develop positive relations with students and adults
- The ability to work effectively alone and as a part of a team
- Excellent listening skills
- Strong interpersonal, written and oral communication skills and ICT skills
- Strong organisational and time management skills
- The ability to take personal responsibility, a readiness to reflect and self-evaluate, and the ability to change, develop and improve
- Confidence and self-motivation
- The ability to work well under pressure
- High levels of honesty and integrity
- A sense of humour and desire to have fun.

### **Other**

- This post is subject to an enhanced Disclosure & Barring Service check
- The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity.