



# London Enterprise Academy

*"Learning for Life"*



PA to the Principal  
**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. 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](http://www.londonenterpriseacademy.org) and return it via e-mail to Beverley at [Beverley.Drake@londonenterpriseacademy.org](mailto:Beverley.Drake@londonenterpriseacademy.org) by **18<sup>TH</sup> January 2018**. 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**

December 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.

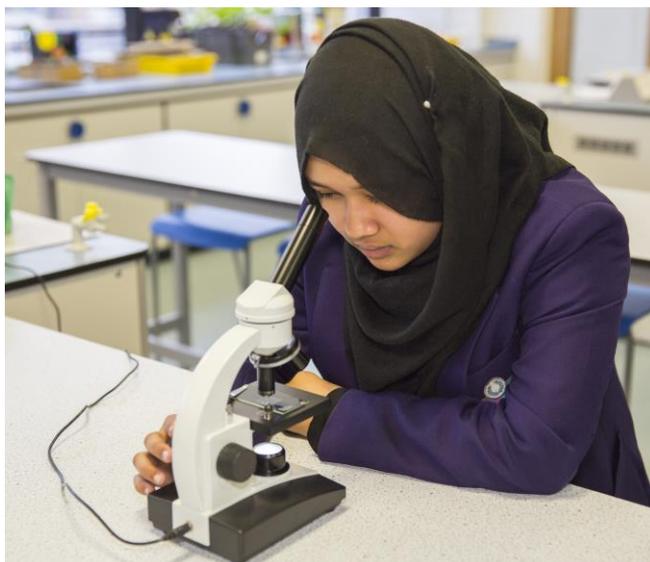
In addition to achieving academic excellence, we instil in every child the beliefs, behaviours and attitudes that will underpin success in life. This means that every student is equipped to:

- 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 GCSE 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 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



## **PA to the Principal - Job Description**

RESPONSIBLE TO: Principal

SALARY: £24k to £28k (pro rata – 43 weeks)

TERM: Full time or part time – permanent

CLOSING DATE: 18<sup>th</sup> January 2018

LIAISON WITH: Teaching staff, associate staff, parents, students and external agencies

### **PURPOSE OF THE JOB**

To provide a high standard of secretarial and administrative support to the Principal, enabling him to operate in a highly efficient manner.

### **MAIN DUTIES AND RESPONSIBILITIES**

- Ensuring discretion and respecting confidentiality at all times
- To meet and greet the Principal's visitors, displaying due courtesy and tact, to ensure that visitors are welcomed into a friendly and professional environment.
- To maintain efficient and effective systems for filing and organizing correspondence, in liaison with the Principal, ensuring discretion and respecting confidentiality.
- To support the Principal in managing his diary and appointments.
- Oversight, collation, editing, proof-reading, production & distribution of letters, reports, staff bulletin and documents, including confidential papers.
- To deal with all phone calls and personal enquiries efficiently, effectively and professionally.
- To arrange and assist with meetings as requested, including booking rooms, providing refreshments, preparation of materials and minute taking, in order to ensure their timeliness and smooth-running.
- To communicate and liaise with staff, students, parents, governors, members of the local community and other external parties as appropriate.
- To ensure papers are prepared in a timely manner for all governing body and leadership meeting.
- To actively promote the academy and liaise with outside agencies as necessary, representing the academy.
- To maintain a presence around the school to ensure that the highest standards of behavior and site-usage are upheld.
- To maintain date relevant to the Principal's reporting structures.
- Handle the administrative and legal aspects of complaints on behalf of the Principal
- To carry out research related to educational development as directed by the Principal or his senior staff.
- Make travel arrangements for the Leadership Group and arrange hospitality for their visitors, directly supervising the deployment of the Hospitality Assistant.
- Produce the annual Staff Handbook and ensure it is kept up to date, working to the Principal
- Produce the school calendar and update throughout the academic year and communicate it to stakeholders.
- Assist the Principal in the production of the Principal's Report to Governors.

- Ensure that the school has all the statutory policies in place and that these are centralised, current and relevant, ensuring that they are ratified and amended as appropriate by the Governing Body.
- To support the school office as and when required

## **SAFEGUARDING**

- To be fully aware of and carry out all work in line with Child Protection (CP) Procedures. This may involve attending case conferences, strategy and planning meetings as well as core groups or other meetings in relation to child protection cases that require input.

## **GENERAL REQUIREMENTS**

- Adaptable, imaginative, creative and flexible in approach to the work.
- Attend and support school events, i.e. Awards Evenings and Open Evening.
- Self-motivating and the ability to identify your own training needs and a willingness to attend relevant training courses or other training.
- Prepared to attend meetings outside of office hours
- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- To ensure compliance of Data Protection at all times.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Principal to carry out appropriate duties within the context of the job, skills and grade.

## **Hours of Work**

8.30am – 5.00 pm (37 hours/week) – hours can be negotiated

## **Holidays**

This position is Term Time Only. You are not required to work during the School breaks. You will therefore work 39 weeks per year (plus 4 weeks holiday).

The job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder.

## PERSON SPECIFICATION

### Post: Personal Assistant to the Principal

SALARY: £24k to £28k (pro rata – 43 weeks)

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **How Identified** column shows how we will obtain the necessary information about you.

If the **How Identified** column says the **Application Form** next to an **Essential Criteria** or a **Desirable Criteria**, you **MUST** include in your application enough information to show **how** you meet this criteria. You should include examples from your paid or voluntary work.

	<b>Essential/ Desirable</b>	<b>How Assessed</b>
<p><b><u>Qualifications &amp; Training</u></b></p> <p>GCSE Grade C or higher (or equivalent) in Maths &amp; English.</p>	E	Application Form & Interview
<p>Educated to Degree Level.</p>	D	AF & I
<p>Evidence of continuous professional development.</p>	E	AF & I
<p><b><u>Experience</u></b></p> <p>Experience of providing confidential and strategic administration support to a Principal &amp; Senior Leader Team (or equivalent comparable experience).</p>	E	AF & I
<p>Experience of leading effective communication at a strategic level across the whole school (or similar comparable environment/context).</p>	E	AF & I
<p>Previous experience of working in a school environment (or similar).</p>	D	AF & I

Experience of using the SIMS (Schools Information Management System).	D	AF & I
Able to demonstrate the capacity to work effectively and efficiently with a range of people at a professional level.	E	AF & I
Able to demonstrate the experience of dealing tactfully and sensitively in difficult/confrontational situations.	E	AF & I
Can demonstrate high standards of professional performance in current role or former role.	E	AF & I
Has experience of working in a busy environment, working to deadlines.	E	AF & I
<b><u>Skills</u></b> Excellent ICT skills, including Microsoft Word, Excel, Power Point, Outlook.	E	AF & I
Excellent communication, advisory, persuasive and caring skills (both written and verbal).	E	AF & I
Ability to clerk meetings, i.e. create agendas, minute take and produce meeting reports and action points.	E	AF & I
Highly effective organisational skills with the ability to multi-task, work under pressure and meet tight deadlines.	E	AF & I
Ability to prioritise own workload and work independently, demonstrating initiative, responding quickly to unanticipated problems and situations.	E	AF & I

Ability to work to a high degree of accuracy.	E	AF & I
Ability to manage projects from inception to completion, meeting deadlines.	E	AF & I
Ability to develop and maintain efficient record keeping, providing accurate records and reports as required.	E	AF & I
<b><u>Knowledge &amp; Understanding of</u></b> The education system, in particular the secondary school sector.	D	AF & I
Statutory school policies.	D	AF & I
Governance legislation and governance procedural matters.	D	AF & I
Procedures and legislation relating to confidentiality.	E	AF & I
<b><u>Personal Qualities</u></b> Possess enthusiasm, commitment and have a pro-active, flexible approach.	E	AF & I
Possess enthusiasm for creating an environment where young people can achieve and develop.	E	AF & I
Commitment to exceptionally high standards of customer service.	E	AF & I
Demonstrate personal impact and presence, underpinned by high expectations.	E	AF & I

Possess an excellent record of punctuality, attendance, reliability and integrity.	E	AF & I
Ability to work discreetly and maintain confidentiality at all times.	E	AF & I
Commitment to own continuing professional development.	E	AF & I
Willingness to be involved in the wider-life of the school community.	E	AF & I
Willingness to attend meetings before and after school hours.	E	AF & I
Willingness to attend the occasional school event, i.e. awards evenings, open evenings etc.	E	AF & I

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.

**December 2017**

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

