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**Headteacher Recruitment for Autumn 2015**

**Confidential Pack for Candidates**

[www.aclandburghley.camden.sch.uk](http://www.aclandburghley.camden.sch.uk)

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## Introduction from the chair

Dear Candidate

We appreciate your interest in the role of Headteacher at Acland Burghley School. This brochure aims to give you a frank and honest appraisal of where we are now and what we are aiming to achieve under new leadership.

Our school has a proud history as a community comprehensive with a strong tradition in the Arts. The student population is representative of the local community in all its diversity, reflecting a wide spread of prior attainment.

The school is an active member of the Camden “family of schools” and has had invaluable assistance recently from both the Local Authority and a partner from the LaSWAP 6<sup>th</sup> Form, Parliament Hill. They have provided a shared Executive Head and an Associate Head whose impact on initiating the journey of improvement has been recognised in the recent OFSTED monitoring visit report.

The Governing Body is well aware that there are still weaknesses in the school that need to be addressed, not least in ensuring a consistently high level of teaching and learning. Experience in managing improvement in this area will be invaluable, together with personal characteristics of resilience, persistence and vigour.

Governors now wish to appoint a full-time Headteacher to take the school on the next steps to being an outstanding school. Governors are aware of the challenges of this improvement project and will ensure that the new Head will get all the support they require to bring change. This could include ongoing support from Parliament Hill School and from Camden's School Led Partnership.

We hope you will take your interest in the school further, and take the opportunity offered to visit the school in the coming period.

Yours faithfully,

Dr John Clark

Chair of Governors

*Dr Clark is an experienced Chair and a NLG.*



## Contents

Introduction from the Chair	2
Comment from the Interim Executive Head	4
Features of Acland Burghley	6
Our Students	6
Curriculum offering	7
Staffing responsibilities	8
Our facilities	9
Partnerships and Community	9
Facts, Figures and Results	10
Financial Standing	11
Application procedure	11
Appendix 1: Profile of the Role	
Appendix 2: Development Plan Priorities	
Appendix 3: Camden Schools Led Partnership	





### Comment from the Interim Executive Head

"This will be a great headship for the right person; the school is recovering and going on to greater things. It has the capacity to return to being one of the borough's flagship schools within a limited timeframe."

Acland Burghley students are proud, loyal, friendly, polite and courteous; they are an exhilarating group but the challenge they represent should not be underestimated. The recent monitoring visit accurately identified the significant improvement in student behaviour, which in future should be judged at grade 2.

Parental support – much of which is from middle class demographic – has been magnificent and they have been appreciative of the interim leadership arrangements (50% share of an Executive Head plus interim Associate Head).

The governors have been made aware that the next inspection (anticipated during the current academic year) may still result in "Requires Improvement"; staff have lost some professional confidence but significant training and development is ongoing at all levels. However, it will require sustained effort to shift the Teaching and Learning grading towards a 2. Some rationalisation has occurred; the groundwork has been done to prepare the school for the new substantive Head. Acland Burghley is a work-in-progress and, with a full time Head, this pace of progress will inevitably accelerate.

The inclusion dimension is a jewel in this crown and outstanding provision is seen both in the autism base and elements of the sixth form teaching.

The school is going through a period of change – and particularly coupled with a change in leadership this inevitably leads to both concern and anticipation. Under this interim and part-time arrangement the pace of change cannot be maximised and therefore my recommendation to the incoming Head is to listen, but not for too long before taking actions. Progress remains an issue, particularly among the able students and behaviour – although much improved – will require ongoing work.

The career potential in this role is excellent and Acland Burghley will be a very interesting and stimulating place to lead.

**Sue Higgins**

**Interim Executive Head**





## Features of Acland Burghley

Acland Burghley is an inner-city school in a diverse neighbourhood in the London Borough of Camden. There is considerable pride in the genuine comprehensive nature of the school. In the area there are at least two successful single-sex girls' schools and one boys' school that contribute to boys making up 65% of the school's student population.

In the recent past the school has been popular and oversubscribed, taking students from the neighbouring boroughs of Islington and Hackney. However, there are currently 150 spare places in Camden and the school is carrying about 50 of these, fuelled by the disappointing Ofsted inspection report in 2013. More recently the student demographic has become more local in character and reflects the diversity of the residents in our area, with a balanced intake of ability and social class.

The school is a Specialist Arts College with a strong emphasis on creativity and opportunities to participate in a wide range of arts activities and events. Governors are clear that creative opportunities should complement and support academic success and are not a substitute for the academic progress and results that must be the school's priority.

Although previously the school was consistently rated "good", at the last Ofsted inspection Acland Burghley was judged to "require improvement" in September 2013. Since then, under the leadership of a part time Executive Head and a full time Associate Head transferred in from a local school, there have been significant changes, with HMI commenting that the school 'has been turned back in the right direction'. Behaviour around the school site and in lessons has been transformed and there is an encouraging shift in morale among staff. Further details can be found in the recently published HMI report.

In 2011, the school opened a specialist Resource Base for students with autism, to support students who would not otherwise be able to access mainstream secondary education. This is a source of pride: Ofsted confirmed that "those with special educational needs and/or disabilities make progress in line with their peers and in some cases exceed it".

The school also has 390 pupils in the sixth form, which is part of LaSWAP, a long established consortium linking the sixth forms of La Sainte Union School, William Ellis School, Acland Burghley School and Parliament Hill School, all within easy walking distance of each other.

With its comprehensive and inclusive values, Acland Burghley is a popular local school at the heart of the community it serves; it has significant potential for improvement and many of the fundamentals for positive change are already in place.



## Our Students

The majority of the intake comes from 10 primary schools in Camden and Islington with 910 Year 7-11 students (standard entry number of 182 per Year) arranged as seven tutor groups in each year, and a further 390 students in the sixth form. Pupil Premium levels are high.

Students comprise a diverse mix of social profiles and there is an interesting challenge in unifying them within this learning environment. The school is fortunate in attracting a truly comprehensive intake, comprising well-educated, engaged parents and some families that are very disadvantaged. In particular, middle class students respond well to our offering but would benefit from being stretched academically. There is a strong sense of hope and loyalty within this community which offers tremendous potential for the incoming head.

Currently the school has a dress code for students rather than a uniform; however, some have indicated uniform would be welcomed, so this is a topic open for discussion.

In character the students have been described as very resilient, with a tremendous pride, strong sense of loyalty and community. Previous 'boisterous' behaviour has been eradicated and recent improvements to the fabric of the buildings has contributed to increasing levels of respect for the environment and each other.

Our sixth form students have recently benefitted from a huge investment in facilities. The school is aware that, despite the wide-ranging offer made at LaSWAP, not all are choosing to remain. Elements of the 6<sup>th</sup> form provision are graded outstanding with the capacity for able student to achieve Oxbridge places.

Our vision for Acland Burghley students is that they will have the qualifications, skills, resilience and insight to meet the demands of working, family and community life. They will also have empathy, confidence and the will to work with others to achieve a better future.



## Curriculum offering

The school is completely committed to sustained progress in learning across a broad curriculum. The aim is to motivate students towards independent learning and the diverse and challenging curriculum and extra-curricular programme extends the boundaries of students' experience.

LaSWAP Sixth Form consortium provides comprehensive post-16 education for approximately 1200 students. Each school sixth form is led by a Director of Sixth who line manages a Head of Year 12 and Head of Year 13. Cohesion across the consortium is sustained through regular contacts. The co-ordination of the consortium is sustained by the overall Director of LaSWAP, a dedicated data manager and a consortium admin manager.

The consortium offers a very diverse A level curriculum of over 40 courses. Each student has a base school where they receive most of their teaching. A feature of the inclusive nature of the sixth form is the variety of pathways available, ranging from the Science Plus programme tailored to meet the needs of the most gifted scientists interested in STEM-related pathways at high demand universities, through to more accessible applied and vocational level 3 courses. Internal progression routes are well established in the sixth form with a number of students taking 3 years to move through level 2 courses onto level 3, often progressing onto university.

For further details please visit <http://www.laswap.camden.sch.uk/>

The sixth form is committed to excellent progression guidance and employs a specialist Higher Education adviser and a careers adviser who work with heads of sixth form and tutor teams. The rates of progression to university and the success rate in achieving places in Russell Group universities is above the national average. A programme of enrichment activities, volunteering opportunities and the EPQ are well established in the school as an opportunity for students to stretch themselves. At the end of Year 12 students undertake work experience.

Tutor groups are 15-20 in size, which promotes close relationships between tutors and students. Tutor teams meet with their Head of Sixth four times a term. We also have a part-time student counsellor to provide additional support.

Although the current focus is on raising standards particularly in core subject areas, as an arts specialist school, creativity across the curriculum is considered a stimulating route to personal development, self confidence and success. SEN provision is delivered in our 'Base' unit, specifically designed with support for those on the autistic spectrum.

We are preparing our students to lead successful, happy and fulfilled lives and to recognise the mutual benefits and obligations that stem from being part of a community. They learn to stand up for what matters. Our high expectations for collaboration, respect and personal responsibility lead to strong and positive relationships.



## Staffing

Recent developments instigated by the interim leaders have resulted in some changes in staff; considerable effort is being made to restore teachers' professional competencies and confidence. Aspects of Leadership and Management are now improving, following an initial restructure; however, there may be further modifications when developing the senior and middle leadership capacity in the medium term. There will be opportunities to involve the newly appointed head in this process. Progress is still an issue across all subjects but especially with more able students, where there needs to be more stretch and challenge provided by teaching.

A number of staff are on fixed term contracts, so affording some flexibility to accommodate fluctuating student numbers in the short term.

*Interim leadership arrangements under Executive Head (50% shared):*

Title	Focus	Line managing Heads of Year for:
Associate Head (interim)	Behaviour, Safety and Inclusion	English, LS, Citizenship, Heads of Year group
Deputy Head	Raising Achievement	Year 11, Science
Deputy Head	Developing Pedagogy, Learning and Curriculum	Year 10, Maths, Heads of Faculty group
Assistant Head	Developing Pedagogy, Learning and Curriculum	Art, Media & Technology, Professional Tutors
Assistant Head	Raising Achievement	Year 9, Humanities, Digital Learning
Assistant Head	Raising Achievement	Year 12 & 13, Communications and Social Sciences, Connexions
Assistant Head	Behaviour, Safety and Inclusion	Year 8, ASF, EAL, Parent Support Workers
Assistant Head	Developing Pedagogy, Learning and Curriculum	Year 7, Performing Arts, PE
Associate Assistant Head	Developing Pedagogy, Learning and Curriculum	
Strategy and Business Manager	Support Services	Finance and Personnel, General Office, Premises, Data Management, IT network, Midday Supervisors





## Our facilities

A significant recent programme of rebuilding and refurbishment has improved our purpose built 60s original structure, with a updated approach and entrance, modern fit-for-purpose sixth form centre and enhancements to our Base unit for special needs; this includes a sensory room, smaller learning paces, exercise equipment and a small terrace area for outdoor work.

The school comprises three adjoining stacks of several floors, interlinked at ground level with a longer two storey building housing our library, science and technical classrooms and meeting rooms. Additionally we have sports facilities including a Sports Hall incorporating netball, tennis and badminton courts, cricket nets, plus two sprung-floor dance studios. Outside there is a floodlit Astroturf pitch and further playground areas with table tennis tables provided by funding from ABPTA – our parent/teacher group. The Assembly Hall is designed to accommodate theatre performances and we have a Drama Room. Coupled with our onsite car park, the planning of the buildings allows many of these facilities to be let for use outside usual school hours providing a useful additional income stream.

Study facilities are highly valued by sixth form students, they have priority use of the il@b (Library) and a recently refurbished dedicated Sixth Form Centre is well used, including after school, for independent sturdy and group work.

## Partnerships and Community

The school has an active arrangement with Parliament Hill School for the services of the current Executive Head and Associate Head; these are in place until September 2015 after which they will both step back, with the option of negotiating some support from the Executive Head.

There is active and considerable support from parents and families, focused through ABPTA, the Acland Burghley Parent Teacher Association. ABPTA organises meetings to give parents and staff an opportunity to meet to discuss issues. They also organise social events and fundraising. The school's weekly newsletter, ABS Bulletin, is distributed to all Year 7–11 students and is a highly-valued channel of communication with families.



## Facts, Figures and Results

Results			
	2012	2013	2014
KS4 A*-C	67%	63%	67%
KS4 A*-C Maths+ Eng	55%	57%	61%
AS levels	560	737	479
Grade A	9%	10%	8%
Grade A-B	30%	31%	25%
Grade A-E	89%	91%	87%
QCA	92.1	94.0	89.1
A2 total	386	366	361
Grade A*-A	14%	17%	11%
Grade A*-B	44%	45%	35%
Grade A*-E	99%	99%	95%
QCA	216.5	216.2	200.9
CVA VA*	980	968	960

For greater detail please visit:

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=100053&qtype=SPON>

or <http://dashboard.ofsted.gov.uk/dash.php?urn=100053>

School Statistics	
Type of School:	Community
Location	Tufnell Park (NW5)
Date School established	1960's
Age Range	11-18
Denomination	N/A
Total Number of Students	1052
Number in sixth form	240
Gender: Girls :Boys	37% : 63%
Minority Ethnic Backgrounds	59%
Year group average	KS3 152 KS4 178 KS5 120
Number of teaching staff	99
No. of Education support staff	93
Premises, Admin, Finance etc	18
Total number of staff	192
No. of newly qualified teachers	4
Students on free school meals	333
Attracting Pupil Premium	500
Number of students with SEN	135
Comprising: Action	29
Action Plus	54
Statements	37
Education, Health & Care Plan	5
Able, Gifted and Talented	265
Students with EAL	331
% authorised absence	4.8
% unauthorised absence	1.0



## Financial Standing

The school has a sizeable budget (circa £9m) and has enjoyed a period of financial stability. Currently the financial position is sound, the school has a competent Strategy and Business Manager who is active in accessing alternative sources of funding and submitting bids. Recent building improvements have all been covered and the school has no major outstanding commitments. However, a local reduction in student numbers is a cause for concern and the budget will be reviewed accordingly. Governors are aware that the school needs a medium term financial plan to address these challenges,

Although still an area for improvement, the school has recently invested heavily in staff, but a number are on fixed term contracts to give management flexibility moving forwards.



Already well on our journey of improvement, much groundwork has been done to prepare the school to accelerate progress under the leadership of the new head. This is an enticing opportunity for an ambitious and empathetic leader who will bring the school with them to realise the undoubted potential for success. Please read our Post Profile (Appendix 1) and if your skills match our requirements, we will support you to achieve personal advancement coupled with the school's success. We look forward to receiving your application.

## Application procedure

To discuss the role in greater detail, other enquiries or to book your visit, please contact our retained consultant, Jacqueline Baker, at Ascend Education, who is supporting the Governors with this appointment.

- Direct contact number 07891 671 226
- Email address [jbaker@ascendeducation.co.uk](mailto:jbaker@ascendeducation.co.uk)



**Please complete the accompanying Application Form and return this electronically with your application statement to: [aclandburghley@ascendeducation.co.uk](mailto:aclandburghley@ascendeducation.co.uk)**

**Please ensure your name is the first part of the saved title of any submissions. All applications received will be acknowledged.**

All applications will be forwarded to the Governors' Selection panel. In compliance with Safer Recruitment guidelines, CVs will not be accepted.

**Closing date: Noon Thursday 29<sup>th</sup> January 2015**

**Interview dates: Monday 9<sup>th</sup> and Tuesday 10<sup>th</sup> February**

**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.**

## Appendix 1 - Profile of the Role

This profile offers you a description of the requirements of this role. Please read this in conjunction with the requirements specified the School Teachers' Pay and Conditions Document 2014 and the Job Description and Person Specification.

Post: **Headteacher**

Tenable: **September 2015**

Starting Salary: **Package £100,000 - £120,000**

NOR: **1052**

Age Range: **11-18**

The Headteacher will be an experienced education professional accountable to the Governors for making a critical and significant contribution to the Acland Burghley's future, recognising the importance of strong ethos of inclusion and focus on academic achievement integrated with creative development. Capitalising on all that has been achieved to date; the new Head will shape and lead educational provision so that our staff team and students will maximise their potential and "learn to succeed together".

The initial priorities for the successful candidate will be:

- Developing staff and moving Teaching and Learning towards consistently 'good' or better
- Improving pace of overall progress and addressing boys' underachievement
- Embedding the emerging positive ethos
- Managing community perceptions so increase student numbers and sixth form retention

Candidates should have a proven record of:

- Successful, secondary leadership experience with an understanding of inner city challenges
- Integral involvement with initiatives to raise standards, preferably evidenced by an increase in Ofsted gradings
- Managing and professionally developing experienced and recently qualified staff
- Working within a truly comprehensive school and engaging with the local community

The successful candidate should:

- Demonstrate personal credibility, strategic expertise and shrewd decisiveness
- Offer clarity of focus with the ability to articulate a vision on which the team can deliver
- Be a self starter, with the ability to motivate others to achieve beyond expectations
- Show drive and resilience to achieve quality outcomes in a collaborative way
- Enjoy and respond with enthusiasm to challenging situations
- Take a firm and persistent approach to strengthen morale and build self esteem
- Create and engender an innovative working atmosphere to build a culture of excellence
- Appreciate our strong ethos of inclusion and the value of our multicultural environment
- Have the humour and humility to appreciate you are still learning

The specific brief will be dependent upon the individual strengths and competencies of the successful applicant and will be discussed upon appointment. Governors consider the induction, CPD and support of the new Headteacher as an essential part of their role.

***A full job description and person specification are available on request.***





## Appendix 2 – Action Plan summary / SIP

In view of the extension of the school improvement partnership with Parliament Hill School and the interim leadership and management arrangements running through to autumn 2015, the School Improvement Plan (SIP) was revised and revisited for the remainder of the academic year, with a review scheduled for the end of the spring term 2015. The post-Ofsted Action Plan has been incorporated. Additional action plans exist for aspects such as Pupil Premium, Attendance strategy, Year and Subject Development.

The plan is focussed on improving the quality of provision and outcome at the school to be securely “Good”, and consists of 3 main sections as detailed below.

Section	Objectives
Strengthening Achievement	<ul style="list-style-type: none"> <li>Raising achievement of all year groups across all subjects</li> <li>Move all teaching to good or outstanding</li> <li>Build outstanding leadership of teaching and learning at all levels to secure outstanding achievement</li> </ul>
Creating a positive learning environment	<ul style="list-style-type: none"> <li>Improve attendance to maximise learning and progress</li> <li>Ensure that all students always behave well and are safe</li> <li>Improve the learning environment to strengthen positive behaviours and attitudes to learning</li> </ul>
Securing the Future	<ul style="list-style-type: none"> <li>Promote the school's strengths and successes beyond the school</li> <li>Increase student recruitment in Y7 and post-16</li> <li>Build on our partnerships to add value</li> <li>Ensure a rich and exciting curriculum that promotes achievement</li> </ul>

The full plan includes clear success criteria, actions, time-bonded outcomes, monitoring schedule and reports on progress.

## Appendix 3 - Camden Schools Led Partnership



In September 2013 Camden schools and Council created the Camden Schools Led Partnership.

From April 2014 this partnership took an oversight of school improvement in Camden. The partnership's aim is to enable Camden schools to become the best schools in the Country by 2020.

Co-designed by headteachers, senior Council officers and other partners in the summer of 2014, the partnership draws on research that demonstrates how the world's most successful school systems:

- distribute and grow improvement expertise and leadership in schools across the system, not just centrally
- make practice, and make improvements in practice and their outcomes, visible and public so others can learn from them
- expect professionals to share and pass on their expertise to colleagues as a matter of course
- create opportunities for teachers and leaders to work in these ways and to develop their skills in doing so

All members of the partnership can draw upon the skills and expertise within the schools and Council teams who form the partnership. Increasingly, school-based professionals will contribute to the work of the partnership through school to school support, receiving appropriate remuneration from the partnership.

The partnership is also forging links with universities and other educational professional bodies in order to create opportunities for professional development and accredited learning that will make Camden the number one place to teach and lead, thereby attracting the very best teachers and leaders into Camden schools.