

24 March 2026

Dear Candidate

Thank you for your interest in applying for the position of Director of Learning 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 9am on Friday 17 April 2026. 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



Required for September 2026

Director of Learning – L14-18 (£81,120 – £88,496)

Permanent, full time, inner London pay scale

The Governors of Acland Burghley School are seeking to appoint one or more additional Directors of Learning to join our established and highly successful senior leadership team. We are a popular, oversubscribed school with a confident and compelling plan for the future. We strongly welcome the exciting challenges posed by the education white paper, *Every Child Achieving and Thriving*, which aligns very closely with the goals of our strategic plan.

At a time of significant change in the national educational landscape, we are looking to recruit a senior leader with the skills to help drive our school forward to the next stage of its development. Successful candidate(s) will be likely to be senior middle leaders of some experience who are able to evidence the impact that they have made on student outcomes over time, or an existing senior leader attracted by the chance to develop their career in an inclusive, mixed, community comprehensive school which places inclusion and creativity at the heart of its vision. They will have a desire to progress beyond their current post, and will be well placed to support us to drive up academic standards, especially amongst children facing disadvantage and those with SEND.

Directors of Learning in our school are highly effective classroom practitioners, who prioritise the leadership of learning. Roles are re-assessed in September each year, to meet service needs. Postholders will gain a wide range of experience in the role, developing the broad set of skills which will equip them to take the next step in their career within 5 years. This vacancy has arisen due to the promotion of the current postholder (appointed in September 2020) to a Deputy Headship in another London school.

In the run-up to the next Ofsted inspection, expected by October 2027, it is likely that the postholder(s) will be responsible for delivery of key areas of our plan, *Creating Excellence Together*, and in the further development of practice and self-evaluation around current development priorities. Candidates will need to demonstrate their thinking and creativity on how we secure continued improvement in results at GCSE and KS5, including their approaches to closing the gaps, inclusion and additional needs. Our future success depends on our ability to put in place high quality staff training and development: all candidates will need to demonstrate excellence in this regard.

Applications will be welcomed from any teacher and leader who feels that they meet the following criteria:

- An outstanding classroom practitioner with a deep commitment to inclusion and ensuring that every child reaches his or her potential;
- Clear knowledge and understanding of how school improvement mechanisms can make rapid impact on standards;

- A compelling vision for ensuring that academic excellence, creativity and personal growth are central to each child's experience;
- Belief in every child's entitlement to an excellent education which drives you to ensure that no child is left behind;
- Excellent team working skills, and the aptitude and adaptability to join a thriving and well-established team;
- Ability to articulate a clear vision for *Creating Excellence Together* in our context.

Situated close to Hampstead Heath in the heart of North London, Acland Burghley is a mixed, inclusive, community comprehensive school that enjoys high levels of parental support and a close collaborative relationship with other local schools. We are part of the popular and highly successful LaSWAP post-16 consortium with Parliament Hill, La Sainte Union and William Ellis Schools. We work closely with our orchestra in residence, the Orchestra of the Age of Enlightenment, to provide an outstanding curriculum offer for our students, including extensive work-related opportunities. We are a founder member of Camden Learning.

Above all, applicants for the post should demonstrate an uncompromising belief in the potential of every student, and the skills to build the capacity of staff at the school so that every child succeeds.

If you share our passion for ensuring high standards for all, and have the ambition to continue to transform provision for young people in our school, we would very much like to hear from you.

Your application form will form a central part of the process. In the statement, please outline how your career to date has prepared you for the challenges of this new role, and how you think that promotion into this role will deliver success for the children of Acland Burghley School.

Colleagues considering making an application are welcome to have an informal conversation with Martha Collins, Head of School, or Kat Miller, Director of Operations. 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: 9am Friday 17 April 2026

Interviews to be held Thursday 30 April and Friday 1 May 2026

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

www.aclandburghley.camden.sch.uk/employmentopportunities/

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 online vetting checks and an enhanced DBS Check.



Acland Burghley School

JOB DESCRIPTION			
Post Title:	Director of Learning	Grade:	Inner London Pay Spine Range: L14 – L18
Department:	Senior Leadership Team	Date:	September 2026
Responsible to: Headteacher and Head of School			

INTRODUCTION

In addition to the duties covered by the School Teacher’s Pay and Conditions Document, as a key member of the Senior Leadership Team, the Director of Learning will have a key role in strategic leadership and development, formulating policy and monitoring key aspects of our pastoral and academic provision.

The precise portfolio of each Director of Learning role is re-assessed and published each year, in discussion with postholders, and in accordance with service needs. Postholders will gain a wide range of experience in the role, developing the broad set of skills which will equip them to take the next step in their career within 5 years.

The following are generic responsibilities of the post:

1. **Basic principles**

- To contribute to and lead aspects of the School Development Plan as required.
- To develop, monitor and implement school policies as required.
- To contribute to school self-evaluation, providing accurate reports on the performance of core areas of responsibility.
- To act as a behavioural role model to staff and students.
- To work as a crucial part of the senior leadership team, substituting roles as required, and adapting to new demands as the school evolves.
- To be a strong, visible presence throughout the school, including being on duty as required at key moments in the school day.
- To promote the school ethos including through leading assemblies.
- To ensure accountability through regular monitoring, evaluation and review.
- To provide support and challenge to all staff.
- To agree challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
- To ensure that Acland Burghley School policy and practice reflects a commitment to equal opportunities and inclusion.
- To ensure that procedures for safeguarding children are in place and followed by all staff.
- To take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.

2. Learning and Teaching

- To act as a lead professional in the classroom promoting the highest standards of learning.
- To coach and mentor staff and students to become more effective learners, teachers and leaders.
- To promote the highest standards throughout the organisation and to challenge underachievement in all its forms.
- To lead on whole school CPD, working for example with NQTs, ITT, middle leadership development, EPQs or any other programmes, as required.
- To stretch and challenge all learners, including the most able and those with special educational needs.
- To lead on the observation and evaluation of the quality of teaching, and on developing plans to ensure continuous improvement.
- To contribute to the evolution of teaching and learning policy and practice across the school.

3. Leadership and Management

- As a member of the school's Senior Leadership Team to contribute to building and maintaining a culture of high expectations and achievement.
- To advise and liaise with members of the Governing Body as appropriate and ensure that they have an accurate understanding of the impact of your work within the school.
- To line manage Faculties, Departments and Curriculum Areas as required, supporting them to achieve their targets, and holding them to account for their performance.
- To line manage Year Team Leaders, and other middle leaders as required, supporting them to achieve their targets and holding them to account for their performance.
- To lead middle leaders' meetings as required.
- To work with the broader community to promote Acland Burghley School.
- To work in partnership and collaboration with other schools as required, for example in primary to secondary transition or in the LaSWAP VI Form partnership.
- To manage a delegated budget and produce financial management plans as appropriate.
- To have a lead responsibility for the recruitment, retention and deployment of staff within relevant teams.
- To have responsibility for the continuing professional development of staff within key stage and faculty teams.
- To oversee whole school, cross phase responsibilities as required.
- To lead on staff development and appraisal.
- To take an active role in working with strategic partners and external organisations, such as Camden Learning.

Specific Duties:

1. Achievement and Standards

- To be responsible for the quality of provision and for achievement and standards across two or more school years, transforming the framework of expectations around student progress to exceed national standards by all measures.
- To line manage one or more faculties, departments or curriculum areas as required, including Heads of Faculty and other TLR holders.

- To line manage two or more year groups, including the Year Team Leaders and support staff.
- To adapt to different year groups, key stages or different organisational models as required.
- To carry out appraisal for staff within the year teams.
- To set up and lead middle leader meetings, working together with subject based middle leaders to develop age specific policies and procedures around standards, teaching and learning across subjects.
- To hold Student Progress Reviews covering all students in the relevant year groups, and reporting on the progress of different groups, including by ethnicity, gender, FSM, AEN and any other groups which may have an impact on performance.
- To take responsibility for the development of extracurricular provision within year groups.
- To lead on quality assurance of provision across subjects, including lesson observations and scrutiny of achievement data, taking responsibility for provision across the key stage and across selected departments/ faculties.
- To develop a programme for monitoring, evaluating and reviewing provision.
- To report on progress to parents and carers.
- To organise parents' evenings and events to support parents' understanding of how to help their child progress.
- To ensure that targets set for students are challenging.
- To report to the Governors on achievement and standards within relevant year groups.
- To lead on the development of systems of assessment within the relevant year groups, having overall responsibility for formative and summative assessments, including formal exams.
- To lead strategies for intervention in order to close gaps between the achievements and standards of different students or groups of students, including developing strategies for maximising the impact of the Pupil Premium and other funding streams.

2. Curriculum

- To oversee the development of a broad and rich curriculum offer.
- To lead on/ contribute to as required the development of the whole school curriculum plan, including recruitment and timetabling.
- To lead on the development of strategies for securing high standards of literacy across a key stage, including independent reading and extended writing.
- To line manage faculties, departments and curriculum areas as required, supporting them to meet the targets set and agreed through their development plans.
- To oversee transitions between academic years, especially on entry to and exit from the particular key stage, including working with other schools.
- To lead on information, advice and guidance to students, developing a strong understanding of the different pathways available to them.
- To develop a programme of tutor time activities and assemblies which supports students in developing social, moral, spiritual and cultural understanding and experience, and which prepares them fully for life in modern Britain.
- To develop an age specific programme of education around healthy living, including mental health, sex and relationships, personal safety (including safety online) and physical fitness.

- To set up within school competitions in sport, public speaking and other events.
- To lead the organisation of public events.
- To attend the meetings relating to raising attainment.
- To coordinate and monitor after school, weekend and holiday provision.
- To oversee exams and assessment for the relevant year group(s).
- To act as Educational Visits Coordinator.

3. Behaviour and Safety

- To lead on the development of Behaviour Policy and practice, including the Home School agreement and 'Our Learning Community', establishing these documents at the heart of the school's ethos, and establishing this ethos at the heart of student target setting and personal development.
- To maximise attendance and punctuality within the year group(s).
- To be responsible for standards of behaviour across year group(s), including establishing systems and procedures for supporting students to behave well.
- To ensure that behaviour for learning in and outside of lessons is consistent with the values set out in the Home School agreement, and that steps are taken to remedy any lapses from these standards.
- To lead on rewards and sanctions within the relevant year groups.
- To oversee inclusion, including attending Year Inclusion Meetings, and liaising with relevant agencies to access support.
- To work with relevant colleagues to support the inclusion of all learners.
- To lead strategies for establishing genuine independence at the heart of students' learning behaviours, and supporting development of an independent intellectual life.
- To support cross curricular literacy and wider reading.
- To create a within year/ key stage student leadership framework.
- To develop strategies around the promotion of core civic values and to prepare students for life in 21st century Britain.
- To ensure that students are rewarded for their achievements, using the school merits system and other strategies.
- To oversee procedures around exclusions and reintegration into school.
- To manage school admissions.
- To be available to be appointed, as required, as 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

Undertake any other reasonable duties commensurate with the grade 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

Director of Learning

Education, Qualifications & Experience	<ol style="list-style-type: none"> 1. Graduate with qualified teacher status. 2. Minimum of five years' teaching experience. 3. Recent appropriate Continuous Professional Development. 4. Record of impact in successfully leading an aspect of school improvement. 5. Experience of closely monitoring and raising achievement. 6. Experience of leading a team.
Knowledge, Skills & Understanding	<ol style="list-style-type: none"> 1. Has the knowledge and understanding of current and national issues in relation to student development, progress and raising attainment, including the National Curriculum, accountability measures, Ofsted frameworks and 2015 SEN Framework and Code of Practice. 2. Good knowledge of strategies for inclusion, including multi-agency work and working with families. 3. Knowledge of tracking and target setting to raise attainment at student, cohort and whole-school level. 4. Ability to analyse data, present findings and implement improvements. 5. Ability to communicate effectively, both orally and in writing with a range of audiences. 6. Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model. 7. Proven administrative and organisational skills. 8. Proven ability to motivate and inspire students and colleagues. 9. Experience in helping young people to overcome the personal, motivational, and academic challenges involved in school life.
Professional Expertise	<ol style="list-style-type: none"> 1. Outstanding classroom practitioner. 2. Experience of school self evaluation and development planning procedures.
Monitoring, Evaluation & Review and Accountability	<ol style="list-style-type: none"> 1. Has the skills and aptitude to lead and manage middle leaders and to be accountable for student outcomes. 2. Ability to monitor performance (student, curricular, faculty, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary.
Other Professional Requirements	<ol style="list-style-type: none"> 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.



Acland Burghley School
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f 020 7284 3462
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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