

27 January 2026

Dear Candidate

Thank you for your interest in applying for the position of Evaluation Consultant, Hall for all 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 job details are available at [www.aclandburghley.camden.sch.uk](http://www.aclandburghley.camden.sch.uk) in the employment opportunities section.

Please return your completed form to [recruitment@aclandburghley.camden.sch.uk](mailto:recruitment@aclandburghley.camden.sch.uk) or post to the school address.

I look forward to receiving your completed CV and a statement of no more than 2 sides of A4 by 9am on Friday 6 February 2026. Please ensure that your statement demonstrates how you meet the requirements in the person specification.

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

## Consultation brief - Evaluation Consultant, Hall for All

Acland Burghley School seeks a consultant or consultants to establish a full evaluation plan and framework, and to carry out the evaluation of a two-year project. The Hall for All project is primarily funded by The National Lottery Heritage Fund and aims to return our Grade II listed Brutalist Assembly Hall to its original vision of a world class arts and performance space for students and the local community. As well as being used by our students and staff on a daily basis, the hall is also home to the Orchestra of the Age of Enlightenment, and will also host a permanent heritage interpretation display. The purpose of the evaluation will be primarily to report to major funders. However, we also want the reports to support the evolution of the project, and be useful and accessible to all users of the hall.

**Expected contract dates:** Taking place between March 2026 to March 2028

**Fee:** £15,000 which translates to £300 per day for 50 days of work.

The allocation of these days over the project period will be decided together

### The story so far

Acland Burghley School have embarked an ambitious project to return our Grade II listed Brutalist Assembly Hall to its original vision – a world-class heritage, arts and performance space for our students and the local community. The Assembly Hall with its unique hexagonal design was, for many years, the jewel in the school's crown. Designed to be a community and arts space for both students and local residents and groups, it became known for showcasing excellence in drama, music and dance. In 2022 we gained funding from The National Lottery Heritage Fund for a successful Development Phase which took place in the 2023 /24 academic year. Now, we have secured the project funding and are embarking on our Delivery Phase, renovating this very special place in the heart of our community, and delivering an exciting programme of heritage, arts and cultural activities. For more information about our project please see our [Hall for All](#) website.

### Vision

- The renovated "Hall for All" and the community engagement programme will sustain wider social impact in line with the ethos of the Brutalist architects of the Assembly Hall.
- Our cohesive Action Plan showcases the Hall's architectural heritage, school, community, cultural and creative programmes meeting the needs of audiences in a relevant, attractive, and connected way.

- Through the brutalist architectural spaces, the school and community will have access to the permanent physical interpretation on site, enabling all to understand the story of the space they are in and gain a sense of ownership of this story.
- The project is situated within a diverse inner London school community, and access and inclusion are core strengths of the plan.
- The Community-Led Management Board are the driving force for our ambitions; flexible and responsive to the needs of partners and participants.

### Partners, Governance and Stakeholders

- Acland Burghley School (students, staff and parents)
- Community-Led Management Board
- New Creative & Digital Producer
- Orchestra of the Age of Enlightenment
- Other Community Partners

**Key anticipated outputs - this is a guide for the types of activities we expect to see referenced in your proposal, but we are open to creative and effective ideas.**

### Planning

- In collaboration with the core project team and partners – in particular the Community, Culture and Heritage Project Manager and the Creative & Digital Producer – create a comprehensive evaluation framework for the project in line with The National Lottery Heritage Fund evaluation guidelines, providing quantitative and qualitative evidence to be collected against an agreed range of criteria. See The [National Lottery Heritage Fund guidance](#).
- Communicate with the Design and Client Design Teams, setting up systems to track
  - Potential issues and things that go well (e.g. based on risk register and planned end of project lessons-learned workshop)
  - Increases in costs (e.g. regular monthly, and end project stage budget updates)
  - Timeline changes (e.g. regular programme updates, logging actuals as well as projected progress)
  - Legacy learnings (e.g. end of project lessons-learned workshop)
- Produce an Evaluation Plan for the project that is aligned with The National Lottery Heritage Fund Investment Principles, and the school's Development and Improvement Plan. This will also be informed by the report from The National Lottery Heritage Fund Development Phase.



- Carry out a simple skills audit with staff and partners to establish a baseline of competency and confidence levels around monitoring an evaluation.
- Deliver training to the project team and relevant stakeholders, including young people, to ensure they understand the purpose of evaluation, are confident with the key principles of data collection

### **Data Collection and analysis**

- Produce monitoring templates, including survey design, simple focus group prompts, tools for collecting feedback
- Collate and analyse existing data and documentation from the development phase
- Establish a simple baseline for data collection which evidence can be collected against for several years
- Run focus groups as appropriate
- Run surveys

### **Reporting**

- Deliver a brief interim report, including recommendations
- Deliver a final report, including an executive summary that can be used as a standalone document and is accessible to all stakeholders
- Support the playback to community stakeholders

Please note that attendance of in-person sessions in Tufnell Park will be a vital part of this role.

### **What we are looking for**

We invite anyone interested in this brief to submit a proposal of a maximum of two sides of A4 which should include the following details, as well as a CV:

- A proposed methodology
- A proposed delivery plan with rough time estimates
- Details of comparable experience
- Details of any subcontractors or partners if you are planning on a joint bid
- Details on your approach to equity, equality, diversity and inclusion

### **Assessment process**

- We will assess submissions based on your two-page proposal plus your CV
- If you are shortlisted, we will ask for two references from previous similar projects you have undertaken.

- We will invite shortlisted applicants to interview (date tbc)
- The panel interview should take no longer than 45 minutes. We will ask you to briefly present your proposal followed by a discussion.
- If you have any accessibility requirements, please get in touch with [hnewman@aclandburghley.camden.sch.uk](mailto:hnewman@aclandburghley.camden.sch.uk) to discuss.

### **Assessment criteria**

We have listed a set of ideal and desirable criteria below. If you do not meet all of the criteria but have an interest in the project, we still strongly encourage you to apply. Equity and inclusion are central to the ethos of our project and we are aware of additional barriers that some candidates may be facing. We are keen that our project team reflects, respects and understands the diverse community that the hall is proud to serve.

### **SKILLS**

- Creative approaches to reporting
- Stakeholder management
- Presentation skills
- Facilitation skills
- Data analysis skills
- Digital literacy
- Survey design

### **EXPERIENCE**

#### **Ideal**

- Experience of The National Lottery Heritage Fund Projects
- Evaluation in community settings
- Training others in basic evaluation skills
- Running focus groups and workshops
- Consulting/engaging with young people

#### **Desirable**

- Experience of evaluating whole projects, from project management, fundraising and capital
- An appreciation of brutalist architecture
- An understanding of the secondary state school system
- A strong background in quantitative data analysis
- Data visualisation skills
- Experience of digital engagement projects
- Experience of participatory evaluation

## Scoring weighting

Criteria	Weighting
The National Lottery Heritage Fund experience	20%
Proposed methodology	20%
Understanding of the brief	20%
Creative presentation skills	10%
Experience of community/schools settings	10%
Value for money	20%

**Contract management by:** Community, Culture and Heritage Project Manager

**Contract value:** £15,000 which translates to £300 per day for 50 days of work over a two-year period. The allocation of these days over the project period will be decided together

Applicants should have a UTR number which they will provide if successful. This is a hybrid role where the successful candidate will be required to work off site and onsite as agreed.

### Payment Schedule:

- 25% once the key stakeholder meetings have been scheduled
- 25% after mid-way stakeholder meeting (to be discussed)
- 25% upon completion of interim evaluation report
- 25% upon completion of final evaluation report

If you would like to play your part in securing outstanding provision for our students and the local community, we would very much like to hear from you. To arrange an informal telephone conversation or a visit to the school, please contact Hannah Newman, Community, Culture and Heritage Project Manager on [hnewman@aclanburghley.camden.sch.uk](mailto:hnewman@aclanburghley.camden.sch.uk)

**Closing date for submissions: 9am Friday 6 February 2026**

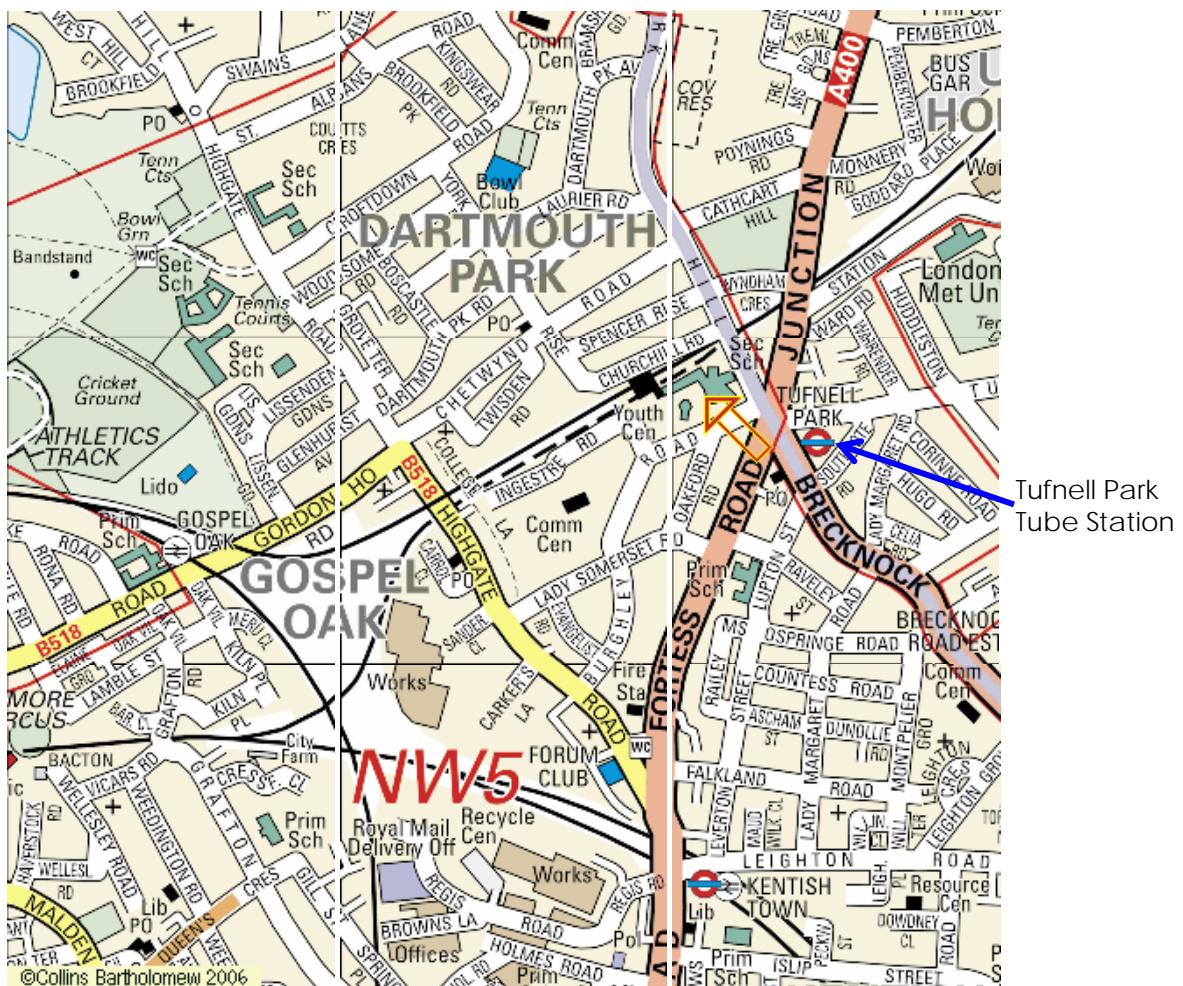
**Interviews will take place the week commencing the 23<sup>rd</sup> February, date & time TBC**

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

## Where to find us

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

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



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

# Inspection of a good school: Acland Burghley School

Burghley Road, London NW5 1UJ

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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

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

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