

24 March 2026

Dear Candidate

Thank you for your interest in applying for the position of Head of Faculty for Creative Arts and Technology 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 Tuesday 21 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

Head of Faculty for Creative Arts and Technology

TLR 1b £12,521

Inner London Pay Scale, permanent

The Governing Board of Acland Burghley School is looking to appoint an exceptional Head of Faculty for Creative Arts and Technology from September 2026.

This is an exceptional professional opportunity for an ambitious school leader who wants to make impact on curriculum and standards in a school where creativity sits at the heart of the strategic vision. All children study dance, drama, music, art and design technology at Key Stage 3, and all of these subjects recruit well at GCSE. We have a broad post 16 offer in collaboration with our partners in the LaSWAP sixth form consortium.

Our new Head of Faculty will be an experienced middle leader who has the talent and vision to lead strategically. Your skills in supporting and developing other staff, including other middle leaders, as well as your own teaching expertise, will secure excellence in the quality of provision, and drive-up academic outcomes across the faculty.

Integral to success in the role will be a commitment to achieving the highest standards in extra-curricular provision. Our faculty already puts on an annual dance show, art exhibition, a concert, a range of drama productions and several well attended clubs. This extensive offer is profoundly enriched by our orchestra in residence, the Orchestra of the Age of Enlightenment, which provides an outstanding additional offer for our students, including extensive work-related opportunities.

We are looking for a Head of Faculty who has the imagination and ambition to build on this already strong offer, and use our facilities, partnerships and location to give children unrivalled opportunities. We have enormous potential in this curriculum area. Our successful candidate will be someone who can successfully answer the question: "How good could our creative arts faculty really be?" and who can set out a clear roadmap to get there.

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 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 help transform the lives of the young people in our school, we would very much like to hear from you.

Your application 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.

acland burghley

Creating Excellence Together

We encourage you to visit the school. To arrange an informal telephone conversation or a visit, please contact Michelle Lineham, HR Manager on recruitment@aclandburghley.camden.sch.uk.

Closing date for applications: 9am Tuesday 21 April 2026

Interviews to be held Thursday 7 May and Friday 8 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:	Head of Faculty for Creative Arts and Technology	Grade:	TLR 1b (£12,521)
Department:	Achievement and Standards	Date:	September 2026
Responsible to: Deputy Headteacher/ Director of Learning			

INTRODUCTION

In addition to the duties covered by the School Teacher's Pay and Conditions Document, as a key member of the Senior Middle Leadership Team, the Heads of Faculty have a key role in strategic leadership and development, formulating policy and monitoring key aspects of provision.

The following are generic responsibilities of the post:

1. Leadership & Management

- To establish an ambitious and distinctive vision for the faculty, fostering an ethos of aspiration, high expectations and challenge for staff and students;
- To represent and promote your faculty both within the school and beyond, keeping up-to-date with developments in subject knowledge, curriculum design and pedagogy;
- To create a reflective and supportive culture with your team, so that colleagues are keenly involved in their own professional development and feel motivated and trusted to take risks and innovate to improve student progress;
- To facilitate strong, positive working relationships between all colleagues and between students and staff;
- To write faculty development plans which dovetail with the school priorities and which articulate robust strategies for improving pupil progress;
- To ensure that rigorous, accurate and regular self-evaluation underpins effective faculty development planning;
- To lead on quality assurance within the faculty, including lesson observations, work scrutiny, student surveys and quality of provision reviews;
- To take overall responsibility for the day to day management of all colleagues in the faculty and for their appraisal and professional development in accordance with school policies;
- To lead and manage faculty meetings and communications, including the development of leadership online (for example, through the use of MS Teams);

- To challenge underperformance and support colleagues to improve their practice;
- To lead and manage other curriculum leaders within your faculty to ensure a strong impact on student outcomes;
- To take overall responsibility for public examination entries and student exam submissions;
- To produce regular analyses of student progress data, including public examination results, and present these to governors and senior leaders as requested;
- To oversee recruitment to KS4 and KS5 courses offered by your faculty;
- To allocate a broad and balanced teaching timetable to each teacher within your team, with regard for their professional development as well as the needs of the students;
- To strategically deploy all support staff working in the faculty;
- To be responsible for the faculty budget and strategic financial planning, following school procedures and developing clear strategies for investing in, maintaining and developing faculty resources;
- To ensure that the physical environment of your faculty (including display, organisation and maintenance of resources) inspires students to take a pride in their learning;
- To ensure that the faculty's presence online is also high quality, and compliant with appropriate expectations.

2. Quality of Teaching, Learning & Assessment

- To create a culture of high expectations of what each student can achieve, including those with SEN, disadvantaged students and the most able;
- To ensure curriculum design and implementation inspires pupils to learn, to help them become resilient to the challenges of learning and to guide them to seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills;
- To oversee the development of long, medium and short term curriculum plans which ensure excellent student progress;
- To create an extended curriculum programme that provides opportunities for students to extend their knowledge, understanding and skills;
- To ensure that numeracy and literacy are embedded into schemes of work as appropriate;
- To take actions to secure and sustain improvements to teaching, learning and assessment;
- To create systems to use KS2 data and other information from primary schools to ensure a smooth transition for students from KS2-3;
- Work effectively with the school library to embed literacy at the heart of the curriculum;
- To use progress data to design teaching groups that maximise student progress;
- To develop effective systems for marking, homework, formative and summative assessment, accurately tracking age-related student progress throughout KS3-5;
- To create systems to ensure that students understand the progress that they have made, know what their targets are and what they need to do next to improve;
- To ensure that systems are in place to engage with parents and carers to help them understand the progress that their children are making in relation to their targets and national standards and what they need to do next to improve;

- To develop faculty systems to ensure that assessment information is used to plan appropriate teaching and learning strategies, including identifying students who are falling behind in their learning and devising strategies to support them;
- To develop moderation and standardisation procedures that ensure student progress data is robust and accurate;
- To monitor the progress of particular groups of children (e.g. LAC, ethnic groups disadvantaged, SEN, more able);
- To create effective intervention programmes across KS3-5, including for particular groups of students, and systems to measure their impact;
- To ensure that teachers within the faculty are quick to challenge stereotypes and the use of derogatory language in lessons and around the school;
- To ensure that resources and teaching strategies reflect and value the diversity of students' experiences, providing them with a comprehensive understanding of people and communities beyond their immediate experience.

3. Student Personal Development & Welfare

- To establish a culture of high expectations for behaviour for learning across the faculty;
- To establish clear routines and procedures to ensure that all students feel safe and secure;
- To ensure that robust safeguarding systems and risk assessments are in place to cover all learning environments and activities;
- To set high standards for the presentation of students' work;
- To ensure that schemes of work, as appropriate, teach students how to stay safe online, how to assess the validity and reliability of online resources and of the dangers of inappropriate use of mobile technology and networking sites;
- To ensure that equality of opportunity and recognition of diversity are promoted across the work of the faculty;
- To develop systems to recognise and celebrate student achievement within the faculty, so that students are proud of their learning and progress;
- To ensure that the work of the faculty contributes to students' spiritual, moral, social and cultural development, equipping them to be thoughtful, caring and active citizens in school and in wider society;
- To establish high-quality CEIAG within your subject areas to support students to progress on to higher education and employment.

4. Student Outcomes

- To have overall responsibility for the learning, progress and outcomes of every child in all the subjects in the faculty;
- To report on outcomes to Governors as required;
- To use prior attainment and predictive data to set ambitious targets for pupil progress KS3-5 in line with whole school and national targets;
- To ensure that students are exceptionally well-prepared for the next stage of their education, training or employment.

5. Leadership of Whole School Creative Arts

- To take a lead in facilitating curriculum projects with the Orchestra of the Age of Enlightenment;
- To lead, take part in, oversee and quality assure (as required) a cycle of whole school events related to creative arts and technology, for example the Art Exhibition, whole school productions, musical concerts, the annual dance show;
- To develop a programme of opportunities for students to experience high quality creative arts (for example exhibitions, plays, concerts), making use of school funding streams to ensure that every child has a range of opportunities over their time at the school;
- To ensure that the creative arts subjects have thriving extra-curricular provision, including a choir, individual and group music tuition, and projects with key partners such as 'Step Into Dance'.

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 Headteacher.

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

Head of Faculty

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. Experience of successfully leading an aspect of department/ faculty improvement at middle leadership level and ability to demonstrate the impact of this work.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 relevant subject areas, including the National Curriculum, 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 individual 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, including managing budgets.8. Proven ability to motivate and inspire students and colleagues.

	<p>9. An ability to continuously develop the pastoral, career, and university progression of our students</p> <p>10. Experience in helping young people to overcome the personal, motivational, and academic challenges involved in school life.</p> <p>11. Knowledge and understanding of common MIS.</p> <p>12. Knowledge and understanding of timetabling and curriculum design.</p>
Professional Expertise	<p>1. Outstanding classroom practitioner at any Key Stage.</p> <p>2. Experience of self-evaluation and development planning procedures.</p>
Monitoring, Evaluation & Review and Accountability	<p>1. Has the skills and aptitude to lead and manage colleagues and to be accountable for student outcomes.</p> <p>2. Ability to monitor performance (student, curricular, faculty, pastoral).</p> <p>3. Is able to evaluate and review progress and evaluate and implement change as necessary.</p>
Other Professional Requirements	<p>1. A willingness to initiate and participate in both cross curricular and extra curricular activities</p> <p>2. Has the ability to work with parents, external agencies and the wider community.</p> <p>3. Determination to promote a culture that celebrates success.</p> <p>4. Leads by example, setting high standards of punctuality, dress and conduct.</p> <p>5. Clarity of thought and vision with proven ability to finish a task.</p> <p>6. Desire and aptitude to develop professionally beyond this post and apply for senior leadership within 5 years.</p>

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
Burghley Road
London
NW5 1UJ

t 020 7485 8515

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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