acland burghley
Creating Excellence Together

22 October 2026

Dear Candidate

Thank you for your interest in applying for the position Lead SEND Practitioner 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 6 November 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

Headteacher Nicholas John
Head of School Martha Collins
Burghley Road London NW5 1UJ t. 020 7485 8515
e. info@aclandburghley.camden.sch.uk
w. aclandburghley.camden.sch.uk

School Games SILVER 2018/19
Arts Council England
Artsmark Platinum Award Awarded by Arts Council England

acland burghley
Creating Excellence Together

Required for January 2027

Lead SEND Practitioner

PO1 point 28, salary £40,376 per annum
35 hours per week, 40 weeks per year

We are looking to appoint an exceptional Lead SEND Practitioner (LSP) from January 2027 to join our Additional Educational Needs Faculty. LSPs lead on an area of SEND from the Code of Practice. This post will focus especially on students who experience barriers to learning through their communication and interaction, or social, emotional and mental health needs.

The successful candidate will already be a highly effective teaching assistant, with experience of making a positive impact on the progress of students with SEND in their current setting. They will have an excellent understanding of how accurate assessment, planned support and effective teamwork can help students overcome their SEMH, C&I and C&L needs.

They will have a strong track record of enabling students with SEND to succeed. They may be ready to take the next step in their career, having reached a ceiling in their current role, and will be looking for a new challenge as a SEND professional.

Our AEN Faculty team is growing in strength and effectiveness every year. We pride ourselves on our inclusive ethos. We have a specialist resourced provision ('The Base') for 20 students with EHCPs for ASC, and are a Hub for the Autism Education Trust. In addition, we have an excellent record of supporting students who require support for their C&I and SEMH needs. We embrace trauma informed practice throughout the school.

The new postholder will be the key worker for targeted students, and will support others to provide high quality interventions, drawing on their experience and expertise, and by modelling effective practice.

The successful candidate will be a highly effective communicator and a reliable team player. As a core part of their role, they will develop a strong understanding of the curriculum, and work with faculty teams to support interventions and share responsibility for student outcomes. They will have a desire to progress professionally and personally within the role. They will work effectively with other LSPs, the SENCo and their team of SEND leaders, as well as working closely with the Inclusion Team, and our large group of Teaching and Learning Assistants.

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. In September 2020, we entered into a partnership with the Orchestra of the Age of Enlightenment, who are resident on our site. They run regular workshops for all students, including special projects for students with SEND. We are part of the popular and highly successful LaSWAP post-16 consortium with Parliament Hill, La Sainte Union and William Ellis Schools, and a founder member of Camden Learning. We were confirmed as a 'good' school by Ofsted in October 2023.

Above all, applicants should demonstrate an uncompromising belief in the potential of every student, and a desire to place excellent SEND provision at the school's creative and inclusive heart. If you share our passion for ensuring high standards for all, and have the ambition to be part of an exciting future for young people in our school, we would very much like to hear from you.

acland burghley
Creating Excellence Together

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 6 November 2026
Interviews: TBC

We reserve the right to interview before this date if suitable applications are received.

For further details of the post and to download an application pack please visit
Acland Burghley School - Employment opportunities
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 an enhanced DBS Check.

Acland Burghley School

JOB DESCRIPTION			
Post Title:	**Lead SEND Practitioner (LSP)**	**Grade:**	**PO1** **35 hpw** **40 wpy**
Department:	**Additional Educational Needs**	**Date:**	**November 2026**
Responsible to: Deputy SENCo & Associate SENCo			
Responsible for: Responsible for line managing allocated Teaching and Learning Assistants, and managing provision and interventions for students with AEN.			

INTRODUCTION

A **Lead SEND Practitioner (LSP)** will drive outstanding provision across the school by leading the development of a range of strategies for supporting students to learn in and outside the classroom in their specific area of SEND. (S)he will support teachers to deliver excellent lessons, delivering training to staff as required. (S)he will teach, coach and mentor individual students and groups. (S)he will line manage a group of TLAs, and quality assure aspects of provision. (S)he will supervise cover in the absence of teaching staff.

Supporting students with barriers to learning to become successful independent learners will be at the heart of the role. The LSP will challenge young people to succeed, and give them the confidence to overcome any barriers to success. They will work effectively with other LSPs, Deputy SENCo, Associate SENCo and the SENCo (HoF) as well as working closely with the PABS team and Teaching and Learning Assistants.

There are four Lead SEND Practitioner (LSP) posts, each of which will focus on one or more of the following areas of SEN described in the SEN Code of Practice: Learning and Cognition; Social Emotional and Mental Health; Physical and Sensory; Communication and Interaction. An LSP can be asked to focus on any of these areas.

The following are the main responsibilities of the post:

1. Teaching and Learning

- To lead on interventions with students within any of the four areas of SEN;
- Coordination with other LSPs to ensure all students' needs are met in a holistic manner alongside TLAs;
- Coordination with the Deputy SENCo of the timetabling of TLAs to meet the needs of students with needs;
- Ensure the implementation of access arrangements for students when they complete assessments and examinations;
- Deliver staff training within the AEN Faculty and whole school on interventions;
- Responsibility for the creation, completion, quality assurance and monitoring of pupil profiles in conjunction with student key workers;
- Work collaboratively with the Deputy SENCo and SEN Practitioners to plan and implement Year 7 transition;
- Effective use of the Assess, Plan, Do, Review cycle to select appropriate interventions, monitor the effectiveness of interventions and how they meet the outcomes of students' EHCPs;
- To produce annual review reports that link to student EHCP outcomes;

- To work closely with parents and families in planning and implementing each child's programme of support, and in running workshops, for example, in the Base;
- To work towards relevant professional qualifications related to learning and cognition needs/SMEH, Physical and Sensory needs/communication and interaction needs, for example Emotional Literacy Support Assistant;
- To motivate and support students to remain on task and complete work in a focused, independent way, providing visual support where necessary;
- To help students with their organisational skills with regard to timetable, books, planner, homework and using the school facilities;
- To provide literacy and numeracy teaching for students, and to help them to make progress in this area;
- To ensure that equipment or materials are suitable for the learning activities and prepare, design and adapt other materials where necessary;
- To assist the teacher in the planning and delivery of class activities;
- To tailor individual timetables for students, including in the ARP;
- To work with individuals and small groups on specific activities;
- To develop the curriculum for life skills qualifications, deliver the programme, and take responsibility for grading and moderation with the exam board;
- To provide support as required for faculties across the school;
- To provide personal and academic mentoring for students;
- To support students with GCSE and A Level preparation and revision strategies;
- To track student progress, and report to relevant colleagues on student progress;
- To support the creation and delivery of an appropriate transition between each year group and a more rigorous, intensive one for those transitioning between each key stage;
- To lead Year 7 transition for students with complex needs, including leading on prospective student tours, and supporting transition sessions.

2. Assessment of additional needs

- To lead systems to identify and assess students with needs in coordination with the Deputy SENCo;
- To undertake training to lead on the administration of standardised assessment tools, such as LUCID assessment, SDQ, SCARED, SLCN screener, WMRS;
- Collect and interpret specialist assessment data to inform practice;
- To lead on the creation, implementation, quality assurance and monitoring of EHCP profiles and IEPs, using the APDR framework in accordance with the Code of Practice;
- To lead on 'assess, plan, do, review' in the faculty, actioning appropriate next steps, monitoring the effectiveness of interventions and evaluating how they meet the outcomes of students' EHCPs;
- Support with responding to consultations for EHCP students from Y6, including assessing suitability for school placement alongside the SENCo and DoL for KS3;

3. Leadership and management

- To line manage TLAs, supporting their development, organising CPD, and carrying out quality of provision reviews, annual appraisal and probation meetings as appropriate;
- To monitor absence and sickness, including return to work forms;
- To quality assure TLA paperwork e.g. for annual reviews;
- To carry out statutory responsibilities towards children with EHCPs, ensuring compliance with all aspects of the SEND Code of Practice in relationship to meeting a child's needs;
- To manage and track the AEN provision map of interventions;
- To monitor IEPs and staff practice to ensure Section F compliance, and intervene where necessary to arrange additional interventions;
- To organise specialist training to further develop AEN intervention provision;
- To support TLAs and other staff in the delivery of interventions, by completing regular observations, giving feedback, and training;

- To provide professional guidance to teachers to secure good teaching for SEN pupils, through both written guidance and meetings;
- To contribute to building effective in-class support through a coherent programme of CPD, observations (peer and monitoring) and coaching;
- To ensure that all provision for students with SEND meets the school's obligations under the Equalities Act (2010) and supports the school to work towards the outcomes of its Equalities Objectives;
- To lead on communication with external professionals, such as EPs and SaLTs;
- To meet with middle leaders from other teams (faculties, year teams) to facilitate improved QFT and wave 1 and 2 interventions across the school;
- To participate in group supervision and support when this is available from the EP team and provided by the school;
- To lead student voice activities, including student interview panels for internal and external recruitment;
- To oversee the daily running of specialist SEND spaces, including the ARP;
- To order items for the SEND Faculty, including provisions for children with EHCPs.

4. Inclusion, behaviour, safeguarding and medical needs

- To ensure adherence to all procedures for safeguarding children;
- To fulfil the role as a Key Worker for a number of EHCP students;
- To fulfil the role as a Student Outcome Co-ordinator (SOC) for students with SEMH/P&S needs;
- To lead on creation of Individual Health Care Plans for students with medical needs, and review them in line with DfE guidance;
- To oversee the medical register and ensure it is regularly updated;
- To organise training for first aiders to ensure that staff are qualified to support significant medical needs;
- To be the link between the school and medical professionals to ensure the safety of students with medical needs;
- To administer and oversee all medical equipment in the school, e.g. defibrillator;
- To be responsible for school accreditation, such as Asthma Friendly School status;
- To lead on managing challenging behaviour and ensure the school's behaviour policy is implemented;
- To be 'on call' to support with challenges that may arise during the day;
- To support students during unstructured times including break and lunch, and before and after school;
- To support students to regulate their behaviour in and out of the classroom;
- To actively listen to all students and ensure they feel listened to and heard;
- To organise and attend reintegration meetings for students in receipt of internal or external suspensions;
- To apply/enforce appropriate sanctions for students;
- To chair restorative conversations for students with complex needs;
- To complete a range of referrals to external services including but not limited to eCAF, SPOR, CAMHS, SCAS, OT, School Nurse, Brook Sexual Health;
- To complete cluster funding applications for high need students;
- To lead on the completion of necessary paperwork regarding alternative provisions;
- To organise visits and accompany students and parents on visits to alternative provision, work experience or school trips;
- To be the lead person when a student is attending an alternative provision and is listed as educated off site;
- To coordinate and chair TAC/TAF meetings and meetings with external agencies;
- To attend CIN meetings as appropriate;
- To apply trauma informed practice strategies to support targeted students;
- To liaise with external agencies to support the behaviour and wellbeing of students.
- To carry out whole school duties each day including: on and around the school gate at the start and end of the school day; in allocated locations at break and lunchtimes, including in the school canteen; on corridors throughout the school between lessons; or breakfast club;

- To encourage positive friendship patterns for all students and support social interaction and social understanding for students with AEN;
- To support students in physical activities (PE, Drama etc) as required;
- To provide personal care and assistance for students who require such support, including those with special educational needs, autism, or medical needs. This may include personal hygiene;
- To support students during times of crisis, implementing effective calming strategies;
- To manage challenging behaviour safely and effectively;
- To understand and support students' communication needs – using visuals where necessary;
- To organise appropriate lunchtime activities for students;
- To establish and maintain effective working relationships with teachers, and other staff in the school;
- To support with school enrichment activities including leading on extra-curricular activities and clubs before and after school and at lunch time, and including residential trips where appropriate;
- To communicate information about students' personal and educational needs to other staff and model effective strategies for supporting a student as appropriate;
- To be sensitive to the confidential information that is passed on in the course of the day, and pass on any concerns in accordance with the Child Protection Policy and guidelines in place in the school;
- To be in regular and ongoing contact with the parent or carer of the young person, forming a trusting relationship with them, listening to their needs and finding ways to support them through the young person's learning plan;
- To attend faculty meetings as directed by line manager;
- To secure a safe working environment for staff and students;
- To support with supervision of detentions or the internal exclusion room as required;
- To work with outside agencies as appropriate, representing the school in a professional and positive light;
- To act as a behavioural role model to staff and students.

5. Provision of cover

- To supervise classes in the short-term absence of the usual teacher;
- To set and explain curriculum work;
- To ensure that students understand the work set, and to support all students to make progress;
- To work effectively with other adults in the classroom;
- To collect completed work, and return it to the appropriate teacher;
- To manage the behaviour of the students, and to follow the school's procedures for ensuring a positive ethos and good behaviour for learning;
- To report back to class teachers;
- To take registers and tutor periods in the event of teacher absence and undertake form tutor responsibilities as required;
- To be aware of the needs of individual students, and to ensure that all students are included and heard;
- To support the development of an inclusive educational ethos at Acland Burghley School.

6. General

- To take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role;
- Promote student engagement in and out of the classroom;
- To take initiative to work within the AEN faculty, in addition across the whole school as part of a wider team;
- To be a first aider, undertaking training, and carry out first aid duties as required;
- To be a fire marshal, undertake the necessary training and carry out the fire marshal role during planned and unplanned evacuations;

- To undertake some invigilation duties during the examination periods, if required;
- To support the provision of appropriate access arrangements for examinations, including acting as a reader and scribe for an individual student as appropriate;
- The post holder will work 35 hours per week spread equally across five days during term time, plus 1 week including INSET days, with standard hours of 8-4 dependent on before and after school responsibilities) with an hour for lunch. The post holder will need to be able to work flexibly, as she/he will be required to attend some parents' evenings;
- The post holder is required to hold an enhanced DBS disclosure. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy;
- The post holder is expected to adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities;
- The specific focus of the LSP role may be reviewed at any time, moving from one area of SEND need to another, according to the needs of service provision;
- The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to his/her Line Manager or the School's Designated Safeguarded 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 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

The postholder must demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post 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

Lead SEND Practitioner

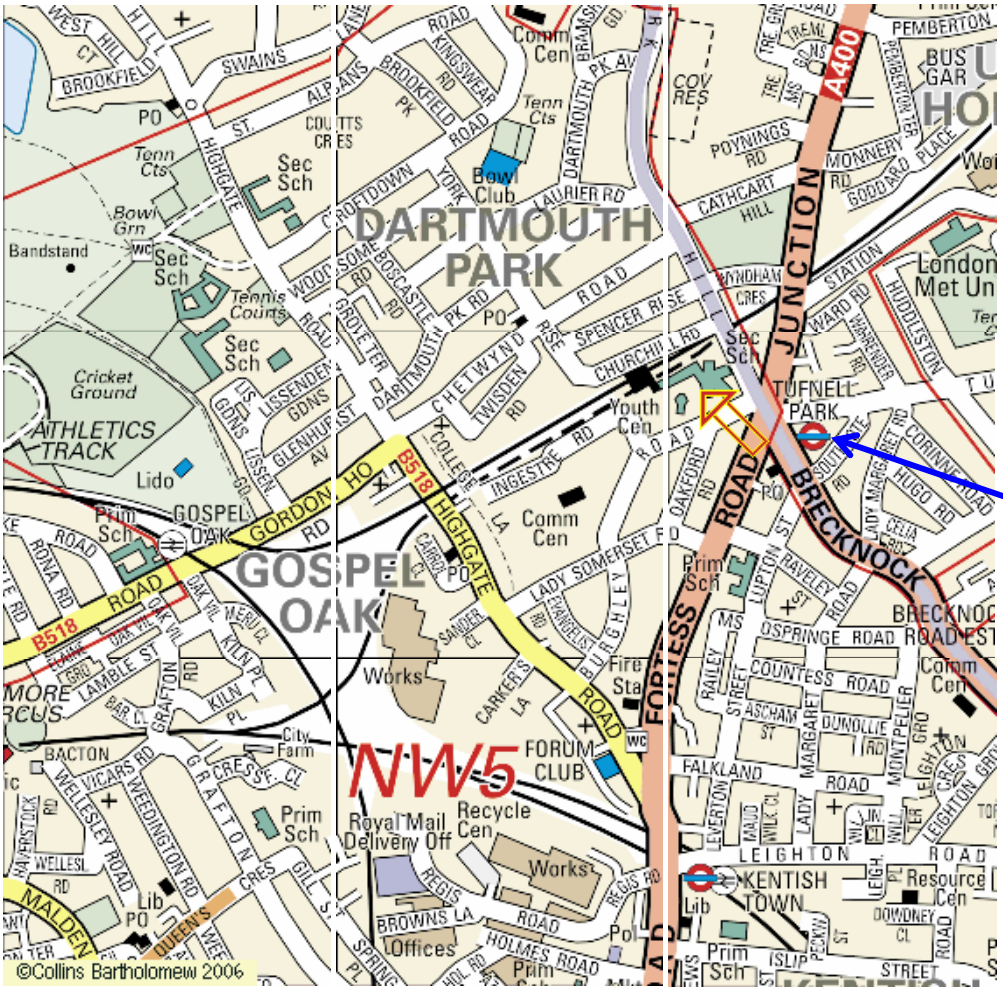
Education, Qualifications & Experience	1. GCSE/ O Level 5A*-C minimum including English Language and Mathematics 2. Evidence of continued educational endeavour, e.g. degree, A levels, vocational qualifications. 3. Excellent skills in literacy, numeracy and ICT. 4. Highly developed organisational skills. 5. Experience of working in primary or secondary school environment, or similar. 6. Experience of working in a team. 7. Training in aspects of learning and additional educational needs, or a willingness to undertake training. 8. Experience of communicating with people from different backgrounds, including young people aged 11-19. 9. Experience of working with young people with special educational needs, autism or medical needs.
Knowledge, Skills & Understanding	1. Ability to plan for and achieve rapid improvement 2. Ability to plan for medium and long term sustainability 3. Ability to adapt priorities to whole school improvement agenda 4. High level communication, organisation and record keeping skills, including ability to use data to track students' progress 5. Ability to lead and manage a team of colleagues 6. Excellent inter-personal skills 7. Monitoring, evaluation and review 8. Ability to contribute effectively to the Achievement and Standards team 9. Knowledge of teaching and learning strategies, and willingness to undertake training in this regard. 10. Understanding of 2014 SEN Framework and Code of Practice 11. Critical understanding of the most effective teaching, learning and behaviour management strategies 12. Pupil progress data and how to use it to secure school improvement 13. Understanding of the priorities of ABS, including its role within

	Camden Learning and LaSWAP 14. Knowledge on matters concerning equality, inclusion and diversity in teaching
Professional Expertise	1. Commitment to helping every child achieve his or her very best 2. Commitment to inclusive approach to children with AEN, and to ensuring that all children have the chance to receive the best possible education. 3. High aspirations for children with AEN and for ABS 4. A 'can do' approach to work in school 5. Commitment to the protection and safeguarding of children and young people
Monitoring, Evaluation & Review and Accountability	1. Has the skills and aptitude to lead and manage colleagues 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	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.



Tufnell Park Tube Station

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

School report

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023