

18 October 2024

Dear Candidate

Thank you for your interest in applying for the position of Support Officer 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 Monday 4 November 2024. 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

Burghley Road London NW5 1UJ t.020 7485 8515

e.info@aclandburghley.camden.sch.uk w.aclandburghley.camden.sch.uk





Support Officer

Required for November 2024. Fixed term until August 2025 in the first instance

35 hours per week, term time only (applications for full or part time work are welcomed)

Scale 1/2 points 2-4, salary £23,704 to £24,417 per annum (full time salary)

The Governing Body of Acland Burghley School is seeking to appoint a Support Officer to join the Support Officer team. The successful candidate will have a passion for customer service, good organisation and prioritisation skills, a genuine interest in working with young people, and be able to multi-task in a busy working environment.

Duties will include:

Supervising students in order to support them to make excellent progress, working with the Deputy Head Teacher in charge of behaviour and various SLT members including through the on-call system throughout the school day, in clubs and activities before/after school, at break and lunchtimes, when students are eating or socialising with friends, when in the library, in the internal exclusion room, and on school trips as required.

Providing administrative support to departments across the school.

Working with the central administration team and student services to undertake a range of administrative duties required to support effective running of the school.

Providing domestic support as required throughout the school, working with the site team in order to ensure that the school operates effectively and looks its best, especially for the key events in the school calendar.

The successful candidate will need outstanding interpersonal skills and the ability to communicate effectively with students, staff, parents/carers and other visitors to the school in a professional, calm, polite, friendly and helpful manner. They will have the ability to work on their own initiative with a minimum of supervision, and have enthusiasm and the aptitude to learn new skills and understand processes.

Previous experience of working in an educational environment would be an advantage but not a necessity as full training will be provided.

Situated close to Hampstead Heath in the heart of North London, Acland Burghley is a mixed, inclusive, community comprehensive that enjoys high levels of parental support and a close collaborative relationship with other local schools. It is part of the popular and highly successful LaSWAP post-16 consortium with Parliament Hill, La Sainte Union and William Ellis Schools.

If you would like to play your part in securing outstanding provision for our students, we would very much like to hear from you. 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 Monday 4 November 2024

Interviews will be held in the w/c 4 November 2024 or w/c 11 November 2024

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 an enhanced DBS Check and online vetting checks.

London Borough of Camden
Acland Burghley School

JOB PROFILE

SUPPORT OFFICER

POSITION TITLE: Support Officer	DIRECTORATE: Children Schools & Families
	DIVISION: Acland Burghley Secondary School
PAY LEVEL: Scale 1/2	SECTION: School Administration Team
REPORTS TO: CAT Manager	
STAFF SUPERVISED: None	

JOB PURPOSE

To provide **administrative support** to departments across the school, working as part of the central administration team to undertake a range of administrative duties required to support the effective running of the school.

To provide **domestic support** as required throughout the school in order to ensure that the school operates effectively and looks its best, especially for key events in the school calendar.

To **supervise students** in order to support them to make excellent progress, including through the on call system throughout the school day, in clubs and activities before/after school, at break and lunch, when eating or socialising with friends at break and lunch, and on school trips as required.

The 4 Support Officer post holders will form part of the central administration team. Each post holder may carry out the above three primary job purposes in varied proportions.

MAIN DUTIES AND RESPONSIBILITIES

Administration

- Provide administrative support by carrying out administrative requests made through the School Central Administration Manager by staff in any school department, supporting Administrative Officers as required.
- Carry out photocopying, typing, and both manual and electronic filing.
- Collate information packs for staff, student and parent events.
- Support in carrying out mail-outs by post.
- Deal with correspondence including sorting and distributing post and addressing and franking all outgoing mail.
- Up-keep of staff trays, telephone list, email list and similar.
- Carry out data entry in Bromcom and other appropriate software as required.
- Generate and print reports as required from Bromcom and other appropriate software for a range of purposes including preparation for meetings and events, including collating them into packs as necessary.

Domestic

- Keep the staff room kitchen stocked of cleaning materials, tea, coffee, sugar, milk, cups, spoons, etc.
- Keep the staff room kitchen clean and tidy after use at break and lunch, including washing up and putting away cups etc. and wiping down surfaces and the microwaves.
- Carry out periodic deep cleans of the fridges in the staff room kitchen.
- As required, keep other school kitchen areas stocked, clean and tidy as described in the three bullet points above.
- Keep the laundry room stocked of cleaning materials.
- Wash, dry (and iron as necessary) PE kits on a daily basis.
- Wash, dry and iron Student Ambassador T-shirts, school tablecloths for events, and other laundry as required.
- Provide domestic support as required to other areas of the school, for example supporting technicians to wash up glassware and other equipment in the science department and/or tidying and sorting cupboards.
- Water plants throughout the school as required.
- Maintain the school's meeting rooms such that they are stocked with appropriate refreshments, clean and tidy and ready for use by internal or external meeting attendees.
- Support with ensuring displays around the school look neat and tidy as required.
- Proactively identify and report site issues to ensure that the school looks at its best.
- Work as directed by the Site Development Manager/Site Team Leader to carry out additional domestic activities to ensure that the school looks at its best, especially before and after school events.

Student Supervision

- The Deputy Headteacher will task manage the Support Officers with regards to the Student Supervision aspect of their role, developing rotas as required and assigning roles and responsibilities to post holders to achieve the following.
- Be available by walkie talkie (according to a rota covering all 5 periods of the school day) to support with removing students from lessons and taking

them to departmental time out, Internal Exclusion, or other location, liaising with the Inclusion and Safeguarding team and other staff as required to ensure the safety and supervision of all students.

- Supervise clubs and/or activities before school, after school, at break and at lunch time as required, for example enabling groups of students to read books or play board games.
- Supervise students arriving/leaving school on the gate as required.
- Supervise students at break and lunch in the canteen or other eating areas as required to ensure that students eat a healthy meal in a clean, safe and sociable environment, including supervising queues in the canteen as required.
- Encourage and support students to use a tray, clear the table after themselves, and scrape their plates, helping them by doing so with or for them as required.
- Keep the canteen clean, tidy and safe by clearing tables/cleaning up spillages as required.
- Build strong relationships with the school's canteen staff and with other school staff on duty in the canteen in order to work as part of a wider team to achieve these aims.
- Supervise students at break and lunch on the top pitch, AstroTurf, Active Space and other external spaces in the school, as well as in the Assembly Hall, Sports Hall, Foyer and other areas (especially when rainy) to ensure that they are socialising and playing appropriately and safely.
- When supervising students on the school site, be available by walkie talkie and use them to communicate with other staff on duty in a professional and clear manner.
- Accompany students on school trips as required.
- Promote the school's values and behaviour expectations whenever supervising students, including anticipating and taking action to discourage poor behaviour, dealing with any incidents, using the school's behaviour system to record praise and concerns for individual students, and referring matters to senior teaching staff as necessary.
- Communicate with parents as required with the appropriate support from PABS colleagues.
- Support with assemblies, including supporting the smooth arrival and departure of students, as well as locking/unlocking the Assembly Hall as required and taking registers to the teachers in the Assembly Hall for completion.

General

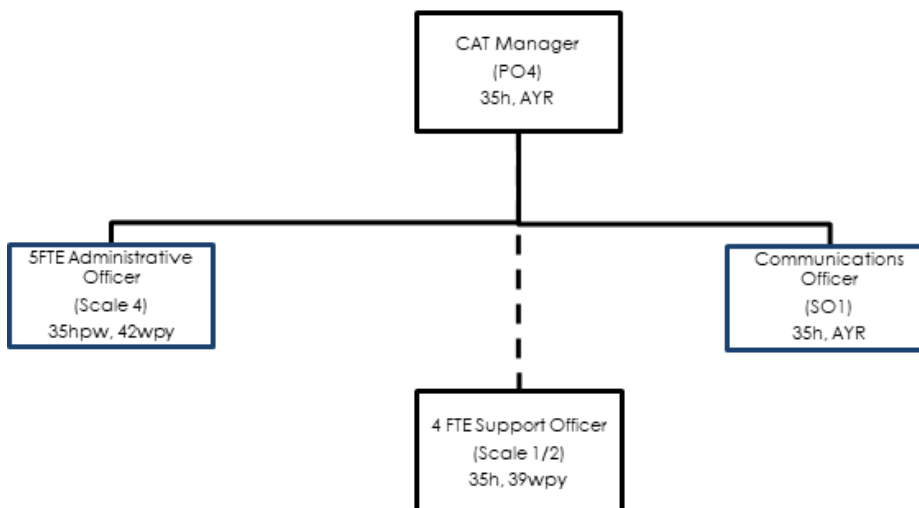
- Work as part of a team to deliver the varied tasks across the school, showing flexibility to meet the demands required.
- Establish and maintain good relationships with all colleagues, students, parents/carers, suppliers, contractors and outside agencies.
- Participate in school events such as open week and contribute to promoting the school to the wider community.
- Provide excellent customer service at all times.
- Show commitment to their continued professional development and performance management.
- Undertake INSET and training and participate in appropriate school meetings.
- Undertake first aid training in order to act as a first aider within the school.

- Undertake fire marshal training in order to act as a fire marshal within the school in line with the Fire Evacuation procedure.
- Undertake any other duties, appropriate to the grade, which may be required as directed by the School Central Administration Manager or Headteacher.

Note: All Camden employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties.

STRUCTURE CHART

Central Administration Team



WORK ENVIRONMENT

Post holders will be located in the general office, staff room, canteen and other areas of the school as required. Post holders will be able to access work stations in the general office as a key work base.

This is a term time plus INSET days post (39 weeks per year). Post holders are required to work 35 hours per week between 8.00am and 4.30pm, with an hour for lunch, to be taken outside of the school's break times. Start and finish times will vary according to whether the post holder is supervising before or after school clubs or neither. Shifts may vary and post holders will be expected to be flexible in their hours in order to meet business needs, including supporting at after school events as required.

Post holders are required to work on all INSET days.

Post holders are required to hold an enhanced DBS disclosure.

Post holders will be expected to work to deadlines as they arise. Guidance and time management advice will be provided by their line manager.

Post holders are expected to adhere to all school policies and procedures.

WORK CONTEXT

Communications and working relationships

- Post holders are members of the school's Central Administration Team, which forms part of the School Administration Team. Post holders are regularly required to work closely and have strong relationships with all members of this team and to make positive contributions to team meetings.
- Post holders may be required to work closely with teaching and other staff as the need arises, although this will generally be under the direction of the School Central Administration Manager.
- Communications into and out of the School Administration Team should be treated as confidential.

Innovation (decision making and creativity)

- Post holders will be required to make, at times, critical first aid decisions using their professional judgement.
- Post holders will be expected to use initiative, including making suggestions for improvements and exercise judgement in determining priorities for themselves.
- Post holders will also be expected to have flexibility to adapt to changing school priorities.
- Post holders will be prepared to develop new skills and working methods in order to effectively respond to changing school needs, under the guidance of the School Administration Manager.

Resource management

None

Equal Opportunities statement

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

Safeguarding

The post holders' responsibility for promoting and safeguarding the welfare of children and young people for whom they comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post the post holders become aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to their Line Manager or the School's Designated Safeguarding Lead Officer.

Commensurate statement

The post holder must demonstrate a flexible approach in the delivery of work. Consequently the post holder 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.

PERSON SPECIFICATION

QUALIFICATIONS

Essential:

- First Aid at Work qualification (full course not appointed person course) or willingness to obtain.
- Fire marshal qualification or willingness to obtain.

KNOWLEDGE

Essential:

- Able to demonstrate a good standard of literacy and numeracy.
- Commitment to working within the School's aims with regard to safeguarding, equal opportunities and raising achievement.
- Able to handle confidential information with complete discretion.
- A genuine interest in education and being part of the school community.
- An understanding of the issues that may affect young people.
- An understanding of Health and Safety in the workplace and a willingness to undertake any training that may be required.

Desirable:

- Knowledge of SIMS or equivalent database experience.

SKILLS

Essential:

- Ability to communicate effectively, both orally and in writing with students, staff, parents and other visitors to the school in a professional calm, polite, friendly and helpful manner.
- Ability to work on own initiative and prioritise tasks.
- Ability to work under pressure and deal with competing demands.
- Ability to maintain accurate records and filing systems.

Desirable:

- ICT skills, including MS Word, Excel, Outlook, and PowerPoint.

EXPERIENCE

Essential:

- Experience of working within a team environment and the flexibility that this may at times require.

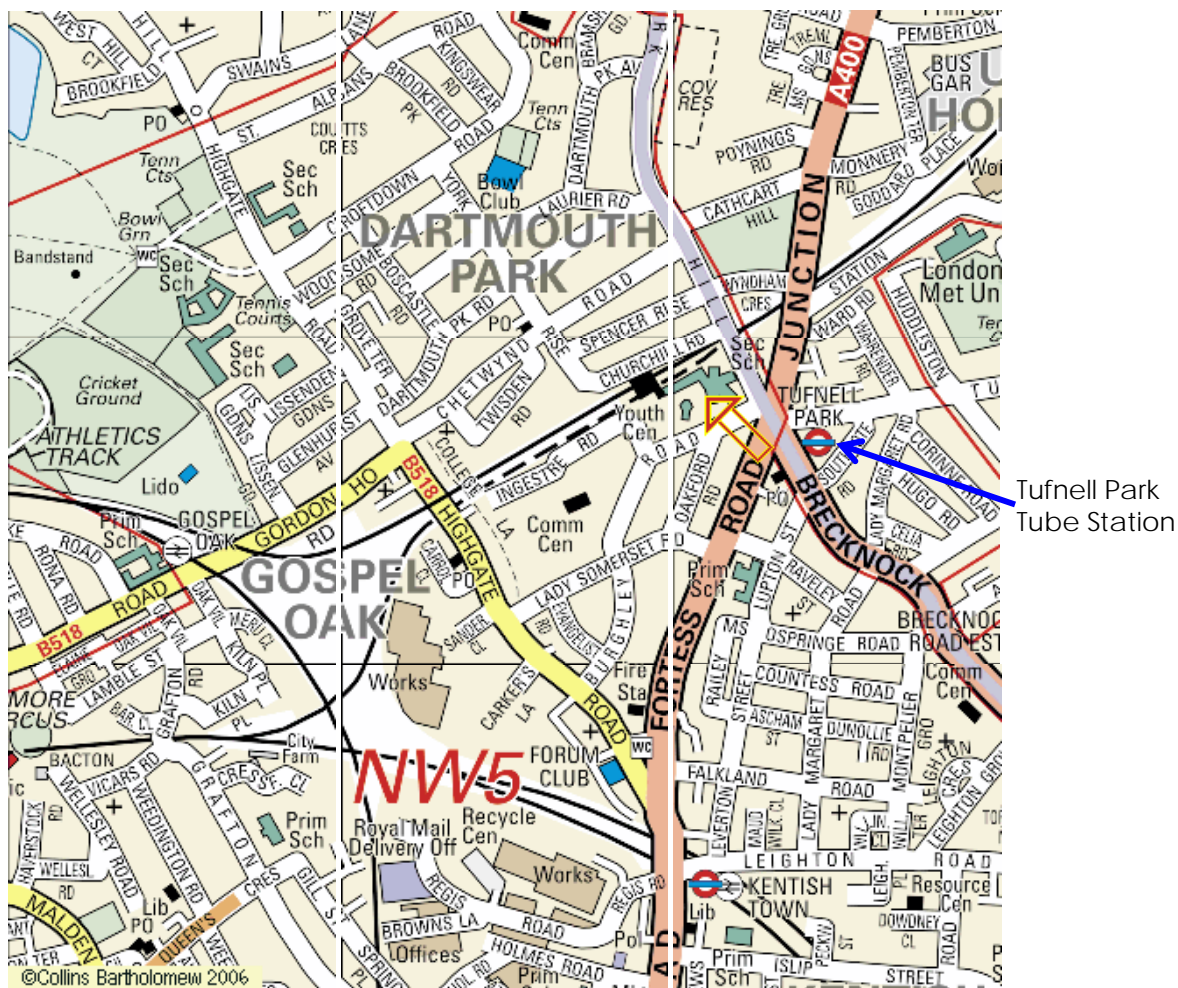
Desirable:

- Experience of working within a school or similar environment with vulnerable people.
- First Aid experience

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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