

# London Enterprise Academy



*"Learning for Life"*



Teacher of Geography  
Recruitment Pack



*"Education is the  
most powerful  
weapon which you  
can use to change  
the world"*

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Dear Applicant,

Thank you for taking the time to find out more about London Enterprise Academy (LEA). This pack is intended to give you information about the role and our school's vision and ethos.

The academy opened in a refurbished office block in the heart of London's East end to its first cohort of Year 7 students in September 2014.

We aim to be outstanding in all areas and become a centre of excellence in everything we do. Staff at LEA are reflective, committed professionals, willing to do whatever it takes for our students to achieve the very best results. All students are encouraged to continue their education and to progress to university and we work closely with local universities and employers to achieve this vision. Fortunately, we have been able to give students access to a level of expertise rarely seen in the state sector.

In addition to offering a broad and balanced curriculum, the academy places particular emphasis on the development of enterprise skills. We have been able to develop links with the employers in the city of London and Canary Wharf to provide mentoring to our students.

At LEA we develop students who have a passion for learning and enquiry, and the maturity to self-direct their studies and take control of their own futures.

This role represents a unique opportunity to join an academy with the highest expectations for students and staff, and to help shape the future of the academy.

Our facilities include modern classrooms fitted with the latest technology to make working and learning fun and exciting. All of our teachers and students are supplied with their own iPads to use in school and at home.

I am looking for someone who has the necessary skills, drive and experience to excel in this role, and who can up the standard for teachers who join us year on year.

As Principal there is no greater priority for me than the recruitment and development of staff. My aim at LEA has always been to create a school that is truly exceptional in everything it does. To do that I need an exceptional team. I understand that I will be asking a lot from the staff, but in return I can promise extensive support and development opportunities.

If after reading the enclosed information you would like to apply, please complete the application form that can be found online at [www.londonenterpriseacademy.org](http://www.londonenterpriseacademy.org) and return it via e-mail as directed.

I look forward to receiving your application.

Ashid Ali, BSc (Hons), PGCE, MA (Ed), NPQH  
**Principal**

# Executive Summary

Our **vision** is to establish an outstanding school that will ensure students achieve personal success in their school life and beyond. We believe success at school provides a strong foundation for students to become engaged citizens who believe in themselves and can bring about positive change, for themselves and the society they live in.

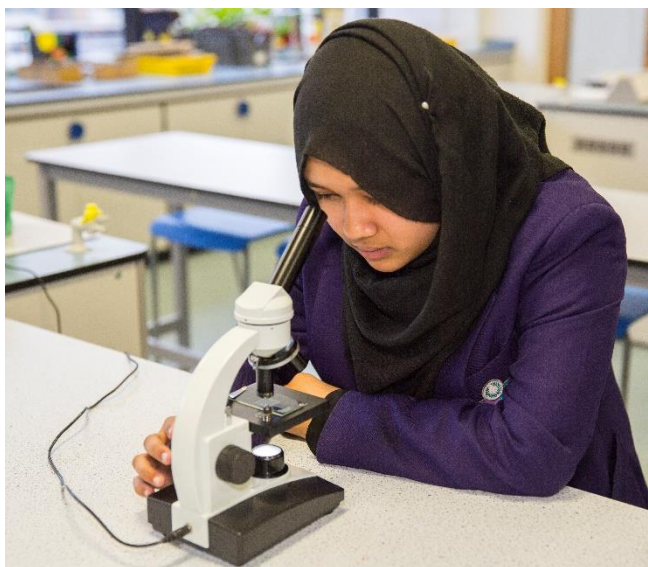
In addition to achieving academic excellence, we instil in every child the beliefs, behaviours and attitudes that will underpin success in life. This means that every student is equipped to:

- Create and seize opportunities for themselves and others
- Contribute to Big Society
- Bridge the skills gap faced by future employers

Our school's ethos supports this vision by creating a school that is sympathetic to the social background of the students given the Tower Hamlets location and pro-active with respect to the unique opportunities this dynamic and well situated borough affords.

Central to our school's ethos is a student-centric and individualised learning approach designed to achieve personal success for each and every student, regardless of where their abilities lie. To fully equip our students as engaged citizens who will have the right skills to be active participants in British society, our curriculum is designed with an emphasis on:

- Academic excellence – our school provides a safe, caring and supportive learning environment in which every individual can beat their personal best. This is achieved through commitment to excellence from all, and no excuses.
- Enterprise – a can do attitude, creativity, informed risk-taking and a drive to succeed. These are all **key** ingredients to success whether in academia, business or social enterprise.



## *Curriculum and approach to teaching and learning*

Alongside our vision for student outcomes, the most significant influence on our choice of teaching approach and on curriculum design is the social background of our students. Thus:

- A small school ethos, human relationships
- We believe that all young people can prosper. This individual attention is most likely to succeed in a small school environment where each child is well known to staff.
- A broad and balanced curriculum taught via a personalised learning methodology that has been proven to deliver excellent results in small charter schools in Sweden and the USA
- An extensive range of extra-curricular activities offered to draw out hidden talent and stretch gifted students
- Home-school relationships are important in engaging parents
- Enterprise



### **Focus on enterprise**

- We want students and the local community to take full advantage of the Tower Hamlets location. With access to the city of London, academic and arts institutions, and technology and creative industries.
- Enterprise focus – can do attitude, drive to succeed and confidence to take risks. It would be a wasted opportunity for students, the local community and the wider economy if the advantages afforded by the Tower Hamlets location made no difference.
- Cater for pupils of all abilities

### **High expectations and celebrations of pupil achievement**

Education is the most effective tool for those seeking to better their quality of life. The solutions to poverty, social exclusion, disadvantage and deprivation lie not with others, but within an individual. The individual has the power to make a positive difference and transform his/her life circumstances as demonstrated by many in our group who set up LEA.

We believe that educational benefit should be measured beyond an exclusively narrow focus on academic attainment. This is not to say that we do not measure academic ability – we do and our standards are very high. What we do know is that children need a wider range of capabilities when leaving school and our approach to high expectations and pupil achievement reflects this.

We believe that poverty and disadvantage cannot excuse a lack of high expectations amongst our students. Consequently, we set clear aspirations on the achievements that we expect of our pupils.

We celebrate the achievements of our pupils through our reward ladder and ensure that parents are aware of this success. We keep parents informed by telephone, email, text and post, as well as invitations to annual awards and celebration evenings.

### Aspirations and outcomes

The immediate catchment area draws young people from disadvantaged communities for whom English is not their first language. Our curriculum has been designed to bolster teaching time for English, Mathematics and Science. Added emphasis on the core subjects improves our pupils' chances of academic success.

Our academic outcomes support earlier academic excellence and also support alternative pathways through vocational support into apprenticeships.



### Our targets

- All students make at least three levels of progress (50% make four levels of progress) between KS2 and KS4 in core Baccalaureate subjects
- GCSE results are 5% above National Average
- 50% achieve the EBacc qualification in 2019 examinations
- All students are expected to reach an attendance target of at least 96%
- All students continue with their education after leaving LEA
- 90% of parents regularly attend progress meetings relating to their child
- 90% of pupils contribute 250 hours to "Big Society"

### Curriculum Rationale

LEA is based in one of the most deprived local authorities in England and Wales. The large majority of the population live in social housing and has well above the national average for Free School Meal (FSM). The vast majority of the student population is categorised as English as an additional Language (EAL).

Our curriculum therefore reflects the needs and wishes of the local population which was established during our research phase and whilst meeting individuals, groups and community and business representatives when collecting data to establish demand for the school.

It is clear from talking to parents that they want the best possible education for their children which prepares them for a good career in the local financial and business sector of London. One parent summed this up by saying "education is our only way out of poverty".

The curriculum at the LEA reflects our vision, ethos and principles.

- It encourages our students to become independent enquirers, collaborative thinkers and critical citizens.
- The curriculum includes the **core curriculum** and an **extended enrichment** curriculum for all students.
- The students follow a modified version of the National Curriculum at **Key Stage 3** with a view to supporting the students into their studies for the English Baccalaureate at **Key Stage 4**.
- At the heart of the learning is the **thematic based enterprise curriculum**.

The **core curriculum** is taught in single lessons of 50 minutes and doubles of 100 minutes from 8.45 am until 3.10 pm Monday to Friday with **Enrichment** curriculum from 3.10 to 4 pm Tuesday to Thursday.

The Enrichment curriculum gives the students an opportunity to take up an active enrichment in the form of an active PE/Healthy lifestyles curriculum such as sports and martial arts; a creative enrichment which develops their talents or expressive side; academic enrichment focusing on new learning and interventions to support bridging learning gaps.



### Key Stage 4

This key stage commences in year 9. The students make their option choices in year 8. We initially recommend our students to follow the subjects for the English Baccalaureate. Our range of option choices are wide, considering the small size of our school. With subjects such as Business, Economics, Art, and Sociology proving to be very popular

The three-year Key Stage 4 also gives the students a chance to deeply embed their learning. In addition, there are opportunities for students to take a range of pathways which will support and extend learning which may lead to some of the students taking GCSEs earlier and then follow an AS programme.

Our students are expected to take the following subjects:

- English
- Mathematics
- Double Science
- History or Geography (option 1)
- A Language (French, Spanish or a home language GCSE) (option 2)
- Religious Education
- Physical Education
- Citizenship
- Enterprise
- Enrichment



## GCSE Results – these are results of a GOOD school

	London Enterprise Academy 2020	London Enterprise Academy 2019	National results (all schools)
Pupils achieving a Grade 4 or above in English	90.6%	76%	75.4%
Pupils achieving a Grade 4 or above in Mathematics	78.1%	74%	68.0%
Pupils achieving a Grade 4 or above in Mathematics and English	72.9%	66.4%	64.3%
Progress 8 Score profile	0.52	0.02	-0.02 (state schools)
EBacc Entry profile	87.5%	85%	40.2%
EBacc Score profile	4.86	4.04	3.85
EBacc at Grade 4 and above	47.9%	26.3%	24.1%
EBacc at Grade 4 and above	25%	16%	
Pupils achieving at least 1 qualification	97.9	100%	
Number of Grade 9	52	26	
Number of Grade 8	61	44	
Number of Grade 7	80	74	
% Grades 7-9	25.5%	16.4%	

## Parents' Comments

I really appreciate the schools communication regarding my child. It was nicely dealt with which I appreciated  
Year 7 parent- January 2021

The pastoral side is excellent, breakfast club, school council, feels safe and cared about.  
Year 9 Parent- January 2021

Thank you for all the support and help, especially the ATL department  
Year 9 Parent- January 2021

The school has done a fantastic job this lockdown, far better than other schools  
Year 9 Parent- January 2021

Educational wise, the school is doing good  
Year 11 parent- January 2021

Everyone was given a laptop to work from during the lockdown  
Year 7 parent- January 2021

The school is doing well, I am happy with the teachers and staff. They are very kind and helpful.  
Year 10 parent- January 2021

The school has always supported my child well  
Year 11 parent- January 2021

The school is doing well, I am happy with the teachers and staff. They are very kind and helpful.  
Year 10 parent- January 2021

# School Day



Year 7/8/9		
Period	Start time Monday & Friday	Start time Tuesday, Wednesday & Thursday
<b>Advisory</b>	8.45am	8.45am
<b>1</b>	9.05am	9.05am
<b>2</b>	9.55am	9.55am
<b>Break</b>	10.45am	10.45am
<b>3</b>	11.05am	11.05am
<b>4</b>	11.55am	11.55am
<b>Lunch</b>	12.45pm	12.45pm
<b>5</b>	1.20pm	1.20pm
<b>6</b>	2.10pm	2.10pm
<b>7</b>	-----	3.00pm
<b>End of school day</b>	3.00pm	3.50pm

Year 10/11		
Period	Start time Monday & Friday	Start time Tuesday, Wednesday & Thursday
<b>Advisory</b>	8.45am	8.45am
<b>1</b>	9.05am	9.05am
<b>2</b>	9.35am	9.35am
<b>3</b>	10.45am	10.45am
<b>Break</b>	11.35am	11.35am
<b>4</b>	11.55am	11.45am
<b>5</b>	12.45pm	12.45pm
<b>Lunch</b>	1.35pm	1.35pm
<b>6</b>	2.10pm	2.10pm
<b>7</b>	----	3.00pm
<b>End of school day</b>	3.00pm	3.50pm

# Reasons to work with LEA

## What we do to support Staff Welfare:

### Small perks that make a *big* difference

- Free breakfast daily
- Free tea, coffee, fruits, biscuits for all staff throughout the day
- Free onsite gym for all staff
- Early finish on Fridays (3:20pm for teachers)
- Subsidised staff events (bowling/dinner), end of term staff celebrations (Christmas, Easter and end of year BBQ)
- Refreshments for twilight sessions
- Recognition with thank you cards, emails and announcements in staff briefing

### Bigger benefits

- Small class sizes
- Only one weekly meeting for main scale teachers
- 37.5 hour working week
- Option to invite union rep or colleague to meetings to feel more comfortable
- Access to CPD based on career stage including Masters, NPQML etc.
- In house career progression and support
- Protected PPA time (Planning, Preparation and Assessment)
- Access to school psychologist
- Designated staff room for each faculty
- Admin and reprographics support
- Lower marking and lesson loadings
- Reduced data collection points from 5 to 3 per year
- Large team of pastoral staff for support
- Dedicated staff for SEN and EAL support
- Access to Occupational Health
- Generous overtime rates

# Job Advert

## Teacher of Geography

**Closing Date:** 12<sup>th</sup> May

**Job start:** 1<sup>st</sup> September 2021

**Interviews:** 17<sup>th</sup> May

**Salary:** Teachers' Pay Scale – inner London



Are you a dedicated, enthusiastic and highly motivated professional who enjoys working with children? If so, we would like to meet you.

London Enterprise Academy is a Free School at the heart of London's vibrant East End. The Academy opened in September 2014 with year 7's only, in a former glass office block, which is fully renovated to a high standard. The Academy provides a stimulating education and personalised curriculum within a supportive environment. All of our students are encouraged to stretch themselves to achieve their potential.

At the heart of our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhance ambition in all its pupils. We aim to inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

We now have pupils in year 7-11 and have delivered an excellent first two sets of GCSEs where progress and attainment are above National Average.

Required from September 2021, the successful candidate will be a creative individual, excited by the challenge of working in geography. He or she will be enthusiastic and energetic, looking for opportunities to craft engaging explorations and discoveries from any aspect of school life.

We are looking for an outstanding teacher who has had experience of teaching within the secondary setting. This post would equally suit either an experienced senior leader wanting a new challenge or an experienced middle leader wishing to work with a group of dynamic school leaders as they develop their leadership skills.

### **The successful candidate for the position of Teacher of Geography will:**

- Hold DfE Qualified Teacher Status, an undergraduate degree and preferably a postgraduate degree
- Be an outstanding practitioner who inspires pupils and has experience of teaching in a successful inner city school
- Have a track record of successful learning and teaching and delivering results
- Experience of line management
- Excellent organisational skills and people management
- Good understanding of whole school behaviour strategies and inclusion issues
- Believe that every child can and will succeed
- Be flexible, collaborative and resilient
- Contribute to the whole life of the school through our extensive enrichment programme
- Have the highest ambitions for your pupils, the department, the school and yourself

**We will offer you:**

- A happy and supportive working environment with high expectations and standards
- A network of outstanding practitioners and leaders to collaborate with and learn from
- A range of leadership and management opportunities to prepare you on your journey ahead

***London Enterprise Academy is totally committed to safeguarding and promoting the welfare of all our students. All staff working within our academy are expected to share this commitment, complete statutory and additional safeguarding training and be familiar with our policies and procedures.***

***All appointments will be subject to an Enhanced DBS disclosure.***

# Job Description

*This post is subject to the current conditions of employment of teachers contained in The School Teachers Pay and Conditions Document. All teachers are required to adhere to the Teachers' Standards.*

## **The Role**

To support a transformational school community by developing an enriching, exciting KS3 curriculum which leads to outstanding progress and attainment in your subject. Initially, to teach KS3 students to an exceptional standard. To work closely with the Head of Department and other subject teachers to ensure consistently excellent teaching and high standards across your department.

## **Responsibilities**

- Deliver 100% good and outstanding teaching within your department (with a focus on outstanding).
- Tracking, monitoring and accountability for the progress and attainment of students.
- To ensure marking and feedback for students work is of the highest standard across your department.
- Modelling exemplary practice in terms of managing difficult and challenging behaviour from students, and establishing a culture of high expectations.
- Take active part in enrichment classes and interventions.

## **Outcomes and Activities**

- Developing strong partnerships and ensuring regular and productive communication with parents

## **Teaching and Learning**

- Teach outstanding lessons that motivate, inspire and accelerate student progress
- Implement and adhere to the academies behaviour management policy, ensuring the health and well-being of pupils is maintained at all times
- Participate in preparing pupils for external examinations
- Maintain regular and productive communication with pupils, parents and carers, to report on progress, sanctions and rewards and all other communications
- Keep abreast of any developments within their subject area

## **Curriculum setting and assessment**

- Develop high quality schemes of work and lesson plans for all year groups, in line with National Curriculum and academy requirements, that are inspiring for learners and teachers alike
- Monitor and assess pupil progress
- Set regular, measurable and significant assessments for the students
- Maintain accurate pupil data that can be used to inform lesson planning and therefore make teaching more effective
- To produce/contribute to oral and written assessments, reports and references relating to individual and groups of pupils
- To ensure the regular setting and completion of high quality home work

## **Academy Culture**

- Support the academies' values and ethos by contributing to high quality enrichment activities
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Help develop an academy culture and ethos that is utterly committed to achievement

- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required
- To take on the role as an advisory tutor (form tutor) delivering advisory activities, providing support and monitoring pupils in your advisory group
- Vision aligned with LEA's high aspirations and high expectations of self and others

***Other***

- Raise the profile of humanities
- Undertake other various responsibilities as directed by your Line Manager or Principal

# Person Specification

Person Specification ESSENTIAL	DESIRABLE
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Qualified to at least degree level</li> <li>• Qualified to teach in the UK</li> <li>• Qualified to work in the UK</li> <li>• QTS or equivalent</li> </ul> <p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Appropriate experience as a teacher in a secondary school.</li> <li>• Ability to deliver consistently outstanding lessons to pupils of all ages and abilities.</li> <li>• Have created high quality lesson plans and schemes of work.</li> <li>• The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents.</li> <li>• The ability to contribute to the wider work of the school, including our work as tutors and other activities.</li> <li>• Committed to the personal professional development of self and of others.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents.</li> <li>• The ability to develop positive relationships with all young people.</li> <li>• Well-developed planning &amp; organising skills including time management, prioritisation, delegation and administration.</li> <li>• Ability to plan, monitor, evaluate, review and lead by example.</li> <li>• Sound judgement and problem solving skills.</li> <li>• An ability and willingness to teach across more than one subject.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Willing to be fully engaged in the whole life of the academy including extra-curricular activities.</li> <li>• Committed to team work and working collaboratively with colleagues.</li> <li>• A clear vision of what you want to achieve with this department, which is aligned to LEA's core vision and</li> </ul>	<ul style="list-style-type: none"> <li>• Geography degree</li> <li>• Further professional qualifications</li> </ul> <ul style="list-style-type: none"> <li>• Experience of having worked successfully in at least one outstanding school in an urban, multi-cultural setting, teaching pupils from disadvantaged backgrounds.</li> <li>• Conducting lesson observations as a tool for improvement.</li> </ul> <ul style="list-style-type: none"> <li>• An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence.</li> <li>• A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment.</li> </ul> <ul style="list-style-type: none"> <li>• Experience of leading successful enrichment and extra-curricular activities, which inspire and motivate learners.</li> </ul>

<p>values.</p> <ul style="list-style-type: none"> <li>• A commitment to the safeguarding and welfare of all pupils.</li> </ul> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• A clear passion for your subject.</li> <li>• The ability to enthuse and inspire others.</li> <li>• Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction.</li> <li>• Confidence and self-motivation to work well and be decisive under pressure.</li> <li>• Genuine belief in the potential of every student.</li> </ul>	
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## Contact us

For more information or to apply to London Enterprise Academy:

Please visit our website at [www.londonenterpriseacademy.org](http://www.londonenterpriseacademy.org)

email us at [info@londonenterpriseacademy.org](mailto:info@londonenterpriseacademy.org)

or telephone us on **020 7426 0746**

School address: **Aneurin Bevan House, 81-91 Commercial Road,  
London, E1 1RD**

**Pupils are making sustained  
progress towards their targets.**

*Ofsted 2017*