

17 September 2024

Dear Candidate

Thank you for your interest in applying for the position of Teaching and Learning Assistant 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](http://www.aclandburghley.camden.sch.uk) in the employment opportunities section.

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

I look forward to receiving your completed application form and a statement of no more than 2 sides of A4 by 9am on Friday 27 September 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



## Teaching & Learning Assistant

**35 hours per week, term time + INSET (total 39 weeks)**  
**Scale 4, point 7, salary £25,532 per annum**

Acland Burghley School is seeking to appoint an exceptional Teaching & Learning Assistant to join the team. Successful applicants will have a passionate commitment to ensuring that every child makes outstanding academic progress. They will understand the role that adults within the classroom can play in supporting young people with additional educational needs to develop independence and to overcome barriers to learning.

The post holders will be members of the Additional Educational Needs Faculty, which supports learning across the school as well as in the specialist Autism Resource Base. Their work will be supporting faculty teams to deliver an outstanding quality of provision for all students.

Successful candidates will be highly effective, flexible, positive and reliable team players, with the ability to make impact and raise standards for young people with a range of special needs. They will work with the rest of the AEN Team in securing provision for students with additional needs. They will have specific oversight of a number of students with special needs across the school, frequently liaising with parents/carers. They will have a desire to progress professionally and personally within the role.

Applicants should demonstrate the ability to take direction within a complex team, and also to self-direct and make decisions to ensure maximum impact on student progress. They will have a keen awareness of how effective personalisation helps children to learn. They will place great emphasis on developing partnerships between the school and families. Above all, they will show an uncompromising belief in the potential of every student, and the skills to personalise their approach so that every child succeeds.

At Acland Burghley we have a two-tier Teaching & Learning Assistant structure. Alongside Teaching & Learning Assistants, we also have Senior Teaching & Learning Assistants who have additional responsibilities in the school.

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](mailto:recruitment@aclandburghley.camden.sch.uk)

**Closing date for applications: 9am Friday 27 September 2024**  
**Interviews will be held w/c Monday 30 September 2024**

*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 and online check.*



## Acland Burghley School

JOB DESCRIPTION			
<b>Post Title:</b>	<b>Teaching and Learning Assistant</b>	<b>Grade:</b>	<b>Scale 4 35 hpw Term Time Only (39 weeks)</b>
<b>Department:</b>	<b>Additional Educational Needs</b>	<b>Date:</b>	<b>September 2024</b>
<b>Responsible to: HoF AEN/ SENDCO</b>			

### INTRODUCTION

A **Teaching & Learning Assistant** will drive outstanding provision across the school by developing a range of strategies for supporting students to learn in and outside the classroom. He or she will support teachers to deliver excellent lessons, and will ~~teach~~, coach and mentor individual students and groups.

Supporting students with barriers to learning to become successful independent learners will be at the heart of the role. The teaching and learning assistant will challenge young people to succeed, and give them the confidence to overcome any barriers to success.

TLAs will develop as specialist providers for students with Additional Educational Needs, and support other colleagues in their understanding of the needs of individual students, working closely with other colleagues across the school.

The following are the main responsibilities of the post:

#### 1. **Inclusion, AEN and safeguarding**

- To ensure adherence to all procedures for safeguarding children.
- To support students before and after school, and during lunch and break times.
- To carry out school duties as required, for example lunchtime supervision and 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 appropriately support lunchtime activities for students
- To establish and maintain effective working relationships with teachers, and other staff in the school.
- To be the key worker (Student Outcome Coordinator) for students on the SEND register as K students. This will include completing IEPs which are regularly reviewed as part of the school's Assess-Plan-Do-Review model
- To contribute to planning and assessment records where appropriate.
- To support students during extra-curricular activities, 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 with 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.
- As far as possible, to secure a safe working environment for staff and 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.
- To support with school enrichment activities including leading on extra-curricular activities and clubs before and after school and at lunch time.
- 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.

## **2. Teaching and Learning**

- To support students to make good progress and overcome barriers to learning.
- 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 ensure that students with medical needs receive the required support to enable excellent progress.
- To assist the teacher in the preparation of classroom, resources and equipment for use by students.
- 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 work with individuals and small groups on specific activities under the guidance of the teacher and/or other lead person.

- To provide support as required for faculties outside the “home” faculty.
- To contribute to building effective in-class support through a coherent programme of CPD, observations (peer and monitoring) and coaching.
- To provide personal and academic mentoring for students.
- To support students with GCSE and A Level preparation and revision strategies.
- To support students to become effective independent learners, including supporting them by providing a supportive context for completing homework.
- To challenge young people to succeed.
- To track student progress, and report to relevant colleagues on student progress.

#### **4. General**

- To take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.
- To be a first aider, undertake the necessary 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.
- Under the direction of a teacher, to read for and scribe for an individual student when sitting tests and examinations, as appropriate.
- To support the provision of appropriate access arrangements for examinations.

The post holder will work 35 hours per week spread equally across five days during term time, including INSET days, with standard hours of 7.30am-3.30pm, 8.00am-4.00pm, or 8.30am-4.30pm (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 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 Child Protection Officer.

**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 Head teacher. 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.**

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**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.

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Signed \_\_\_\_\_ Date \_\_\_\_\_  
Postholder

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Headteacher

# Acland Burghley School

## Person Specification

### Teaching and Learning Assistant

Education, Qualifications & Experience	<ol style="list-style-type: none"><li>1. GCSE/ O Level 5A*-C minimum including English Language and mathematics</li><li>2. GCSE/ O Level 5A*-C minimum including English Language and mathematics  Excellent skills in literacy, numeracy and ICT.</li><li>3. Highly developed organisational skills.</li><li>4. Experience of working in primary or secondary school environment, or similar.</li><li>5. Experience of working in a team.</li><li>6. Training in aspects of learning and additional educational needs, or a willingness to undertake training.</li><li>7. Experience of communicating with people from different backgrounds, including young people aged 11-18.</li></ol>
Knowledge, Skills & Understanding	<ol style="list-style-type: none"><li>1. Knowledge of teaching and learning strategies, and willingness to undertake training in this regard.</li><li>2. Understanding of student progress targets.</li><li>3. Knowledge of how students learn, and of strategies for supporting students who are failing to make good progress.</li><li>4. Knowledge of secondary school curriculum.</li><li>5. Understanding of the roles that numeracy and literacy plays in supporting all young people to succeed.</li><li>6. Understanding of the role of healthy eating and healthy lifestyles in supporting young people to succeed.</li><li>7. Understanding of the role played by family members and other adults in ensuring that young people succeed.</li><li>8. Ability to stay calm and objective when presented with unusual or challenging behaviour.</li></ol>

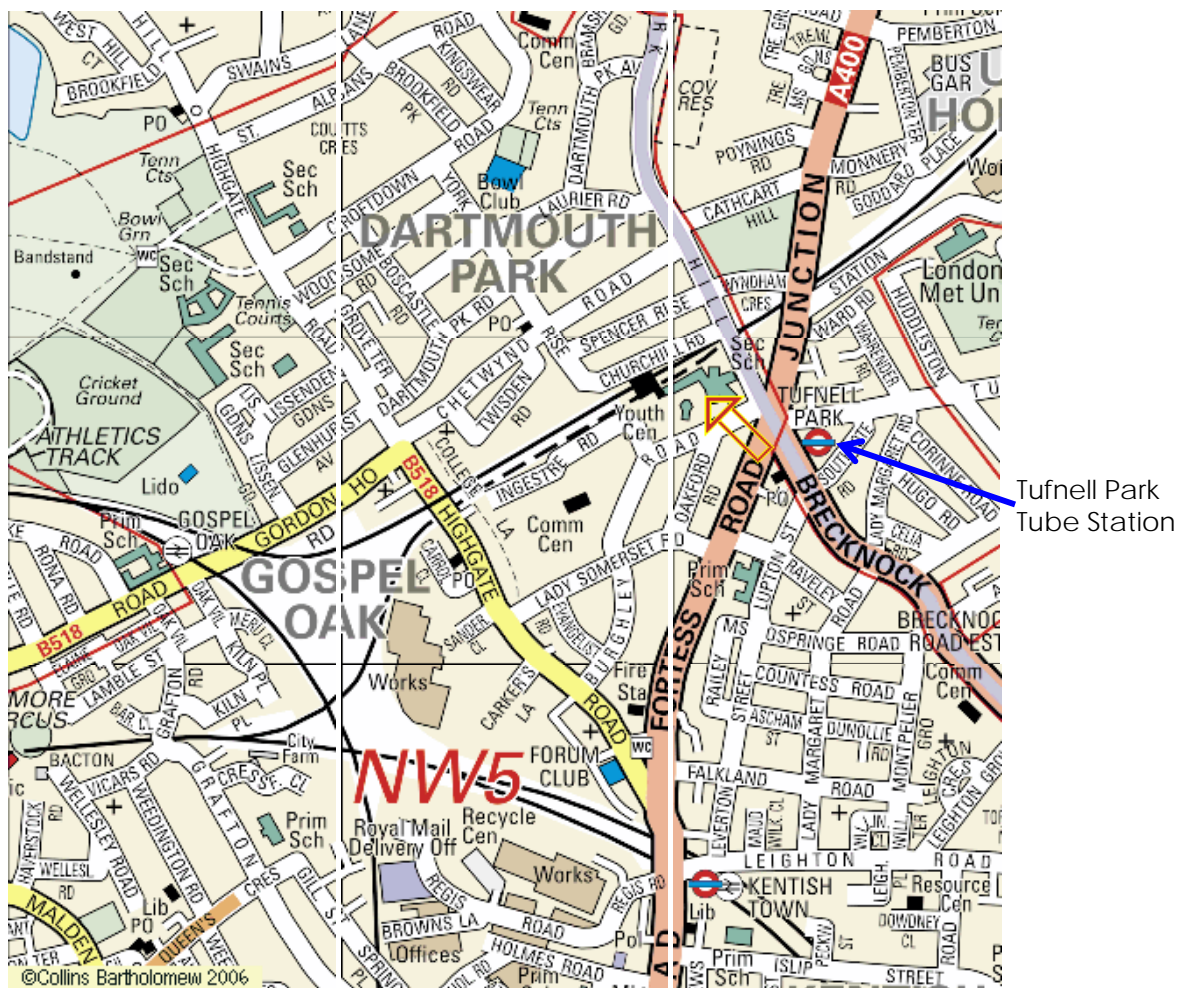
Professional Expertise	<ol style="list-style-type: none"> <li>1. Develops excellent relationships with students.</li> <li>2. Ability to be a role model for young people.</li> <li>3. Ability to communicate effectively with staff, parents and students, and to work as part of a team.</li> </ol>
Monitoring, Evaluation & Review and Accountability	<ol style="list-style-type: none"> <li>1. Ability to keep written records and accurate files on student progress and development.</li> <li>2. Willingness to undertake training to develop in role.</li> <li>3. Willingness to accept advice from school leaders.</li> </ol>
Other Professional Requirements	<ol style="list-style-type: none"> <li>1. A willingness to initiate and participate in both cross curricular and extra-curricular activities.</li> <li>2. Has the ability to work with parents, external agencies and the wider community.</li> <li>3. Determination to promote a culture that celebrates success.</li> <li>4. Ability to lead by example, setting high standards of punctuality, dress and conduct.</li> <li>5. Clarity of thought and vision with proven ability to finish a task.</li> <li>6. Positive, team-based approach to school improvement, with a 'can-do' attitude to making Acland Burghley an 'outstanding' school.</li> <li>7. Desire and aptitude to develop professionally beyond this post.</li> </ol>



## Where to find us

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

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



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[recruitment@aclandburghley.camden.sch.uk](mailto:recruitment@aclandburghley.camden.sch.uk) (application enquiries)  
w [www.aclandburghley.camden.sch.uk](http://www.aclandburghley.camden.sch.uk)

# Inspection of a good school: Acland Burghley School

Burghley Road, London NW5 1UJ

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Inspection dates:

18 and 19 October 2023

## **Outcome**

Acland Burghley School continues to be a good school.

## **What is it like to attend this school?**

Leaders have developed an inclusive community in which all pupils feel welcome. Staff know pupils very well, which ensures they are safe. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils behave well during lessons and around the school site. On the rare occasions when low-level disruption occurs, teachers use clear systems to address it. Pupils enjoy school. They are enthusiastic, happy and take pleasure in learning.

Pupils take part in a range of wider opportunities in the school. These include clubs for creative writing, debating and coding. Students in the sixth form are encouraged to plan and deliver their own clubs for younger pupils in the school. Pupils take part in leadership opportunities, including the student council, the diversity group, and eco-warriors.

There is a wide range of music and sporting opportunities. These include a variety of sports clubs and competitions, choirs and ensembles, and a partnership with a professional orchestra. Pupils have further opportunities to develop their characters through delivering assemblies. They also create podcasts and take part in regular in-class debates.

## **What does the school do well and what does it need to do better?**

Leaders have developed a curriculum that is ambitious and in line with the expectations of the national curriculum. They have identified the key knowledge and skills they want pupils to learn. The curriculum progressively builds on pupils' knowledge over time.

Teachers have strong subject knowledge and present information clearly during lessons. They make adaptations to ensure that pupils with SEND can access the same ambitious curriculum. Staff match work for pupils to their individual needs, including a personalised curriculum for those with more complex needs.

Sometimes, teaching does not check or deepen pupils' understanding before moving on to new content. This means that, on occasion, pupils do not commit knowledge to their long-term memories.

Staff swiftly identify pupils who may struggle to read when they join the school. They identify pupils' individual needs and put in place bespoke support quickly. This ensures that pupils make rapid improvements in their fluency and confidence in reading. A range of strategies are in place to promote a love of reading. Pupils all read regularly in school, including during library lessons, tutor periods and whole-school reading events. Leaders ensure that pupils with SEND receive strong support with their reading.

Pupils generally demonstrate positive attitudes to their learning. Typically, they take great care over their work and produce work of a high quality. On occasion, pupils lose focus in class. Sometimes, staff do not ensure that they support pupils to concentrate on their learning consistently well. Leaders support pupils to have high attendance. They have robust and bespoke procedures in place to enable pupils to attend regularly.

Leaders have designed a comprehensive and well-planned personal development curriculum. This helps pupils to develop an understanding of how to stay safe and healthy. Staff are highly effective at assessing pupils' understanding of these topics. They put in place bespoke support, sometimes using external providers, to support any pupil who needs to deepen their understanding.

Leaders provide a broad range of outings, in which all pupils participate. All pupils, including pupils with SEND, are involved in these opportunities. This helps to enrich pupils' broader personal and cultural development. These include visits to concerts, museums and an outdoor activities centre.

Leaders make sure that all pupils access high-quality careers, advice and guidance. The school welcomes a range of external speakers, including employers and speakers from universities. A variety of talks and workshops ensure that pupils are well informed of their future options and build important employability skills. Students in the sixth form receive high-quality guidance to support their future education and employment.

Leaders look after the health and welfare of staff. They are conscious of the pressures of workload and explore strategies to minimise this where possible. Leaders have built strong working relationships with parents and the local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- On occasion, teaching does not check pupils' understanding and identify misconceptions consistently well. This means that, sometimes, pupils are not fully

ready to learn new content and commit knowledge to their long-term memories. Leaders should develop the expertise of all teachers so that they consistently identify and address any gaps in pupils' understanding.

- On occasion, staff's expectations of pupils are not high, including in keeping all pupils attentive in lessons. As a result, some pupils do not demonstrate a consistently positive attitude to the quality of their work. Leaders should ensure that all staff have consistently high standards for the quality of work produced and support pupils to focus and concentrate.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged school to be good in March 2018

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100053
<b>Local authority</b>	Camden
<b>Inspection number</b>	10289763
<b>Type of school</b>	Secondary
<b>School category</b>	Community school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,163
<b>Of which, number on roll in the sixth form</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kim Issroff
<b>Headteacher</b>	Nicholas John
<b>Website</b>	<a href="http://www.aclandburghley.camden.sch.uk">www.aclandburghley.camden.sch.uk</a>
<b>Date of previous inspection</b>	March 2018

## Information about this school

- The school uses five alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, and a range of staff. They also met with members of the governing body and a representative from the local authority.

- The inspectors carried out deep dives in the following subjects: art, mathematics, science and history. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

### **Inspection team**

Simon Conway, lead inspector

His Majesty's Inspector

Ed Simmons

Ofsted Inspector

Sam Johnson

His Majesty's Inspector

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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