

join us

Head of Business & Economics

Closing date: Midday on Monday 27th March 2023

Interview date: Tuesday 18th April 2023





Headteacher's welcome

Thank you for your interest in Archer Academy. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further information is available on our website and I would also encourage you to explore the school's social media channels.

As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At Archer Academy, we want to go beyond our Ofsted outstanding and to do that, of course, we need an exceptional, fulfilled staff team. I ask a lot from my staff, but in return I promise extensive support and development opportunities, and the space and freedom to extend your skills which would be hard to find elsewhere.

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for our students that will prepare them for adult life. We are consistently placed in the top 10% of schools nationally and were graded outstanding in all areas by Ofsted in 2019.

Archer Academy is a popular, co-educational school and is significantly over-subscribed with applications each year. We are a year 7 - 11 school and have a strong 6th form partnership with Woodhouse College. We offer exceptional opportunities for staff and students.

This is undoubtedly an exciting time to join the Archer Academy. We very much look forward to hearing from you and thank you for your interest in our school.

Lucy Harrison
Headteacher



About the school

Archer Academy was opened in September 2013 to meet the needs and desires of parents, primary school governors and the local community, for a first choice, non denominational, coeducational secondary school. Archer is significantly over subscribed with over 1100 applications for entry each year and our GCSE results consistently place us in the top 10% of schools nationally. Archer Academy was graded outstanding in all areas by Ofsted in 2019.

We have 162 students in each year group and are a campus school, a model which we believe allows us to create a distinctive atmosphere on each site. Our students complete Lower School, Years 7 to 9, at our Eagans Close campus, a state of the art building with incredible facilities. Students then graduate to Upper School at Beaumont Close, just a few minutes' walk away, in Year 10. Our campus provides each cohort the chance to grow and develop amongst their closest peers and creates a real sense of progress when students graduate to the college like atmosphere of Upper School, a rite of passage they aspire towards. The campus model also reinforces the small, community feel of our school.

We are currently an 11-16 school working in a strategic partnership with Woodhouse College for sixth form provision. This partnership is dynamic and evolving rapidly, securing a third transition point for our students and professional development opportunities for our staff. We are ambitious to continue to develop this provision over the coming years and see ourselves very much as an evolving 11-18 school.

Additional opportunities

We create a culture that celebrates achievement in all aspects of school life. For the school, good behaviour and firm discipline underpin a happy, respectful and productive learning environment. We also offer an extended day twice a week for our enrichment programme when students take part in extra-curricular activities such as: sports clubs and teams; creative arts societies; media and politics; vocational and entrepreneurial societies; and voluntary work and awards schemes.

We offer our students an exciting programme of trips, with plenty of opportunity for our staff to join in. From our regular Cultural Society outings to the theatre, opera and ballet, to residential trips in the UK, Europe and the USA.



Our vision



Leadership is exceptional. The headteacher's clear, unwavering vision focuses on supporting pupils' high achievement across the curriculum. Leaders at all levels are very skilled.

Ofsted 2019

REALISING POTENTIAL

Helping students to achieve personally, socially and academically to the best of their abilities. Our outstanding teachers set high standards and challenge each and every student to fulfill their individual potential, both in their studies and through extra-curricular activities.

INSPIRING CREATIVITY

Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated. This commitment to creativity and analytical thinking applies across the whole curriculum as well as our extra-curricular opportunities.

ENGAGING WITH OUR COMMUNITY

Ensuring that students respect others and value working with others for mutual benefit. The Archer Academy is a school with its roots in the community, and so responsibility and participation are fundamental to our ethos.





WHY YOU SHOULD CHOOSE ARCHER ACADEMY

Archer Academy puts staff wellbeing at the heart of school life. Ensuring all staff members are equipped with the conditions to thrive personally and professionally lies at the centre of our school. Because our staff are well supported, students are able to achieve the very best, make excellent progress, and enjoy a plethora of experiences and opportunities throughout their journey at our school.



PROFESSIONAL DEVELOPMENT

CPD package for leadership and progression



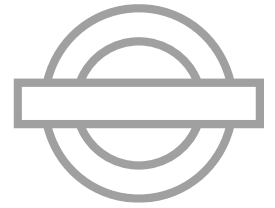
PENSION

Membership of the contributory pension scheme



MEALS

Freshly cooked lunch and Refreshments available each day



TRANSPORT

East Finchley tube, free parking available or cycle to work scheme



STUDENT PLACES

Year 7 admission for children of staff



EMPLOYEE ASSISTANCE PROGRAMME



ADDITIONAL LEAVE/ SABBATICAL PROGRAMME



EXERCISE AND SPORTS FACILITIES

Join our staff classes

[FULL DETAILS OF STAFF WELLBEING POLICY AVAILABLE ON WEBSITE](#)

The quality of teaching is routinely strong. This, combined with an effective curriculum and pupils' excellent attitudes to learning helps pupils to succeed. Teaching is characterised by a strong focus on academic content. Teachers plan lessons that stretch pupils' understanding.



Ofsted, 2019

DEPARTMENT AND ROLE

This post offers the successful candidate the unique opportunity to play a pivotal role in the strategic leadership and development of our school, as we seek to go beyond outstanding.

This is a new post within our leadership structure, as a result of the growth of popularity of the subjects of Business Studies and Economics. Alongside our desire to further extend the scope of these subjects within our curriculum. This post affords the successful candidate the opportunity to establish a new department within the school, under the leadership of the Director of Social Sciences & Personal Development, to further grow Business Studies & Economics but also our provision for enterprise education.

We currently teach VCERT Business Studies and AQA GCSE Economics. Both subjects are incredibly popular, with large numbers then going on to specialise in these subjects at Key Stage 5. Results are impressive across the subjects, with 65% of students achieving 5+ in GCSE Economics in 2022, with 12% at Grade 9. 100% of students regularly secure Merit or Distinction in Business Studies.

The department is well resourced by technology and a rich provision of extra curricular visits, guest speakers and work placements. The department displays engaging and interactive teaching.

Business and Economics is seen as a strength of the school's curriculum, and there is a desire to invest in this area to further develop our curriculum and teaching spaces, making them increasingly distinctive. The successful candidate will have the scope to capitalise on the creativity and energy in the department, and we welcome applications from innovative candidates who have the desire to use their business acumen to develop and extend the school's current provision. We are keen to extend the reach of the department by exploring the introduction of GCSE Business Studies alongside whole school provision and opportunities for enterprise and entrepreneurship education.

JOB DESCRIPTION
HEAD OF BUSINESS &
ECONOMICS

DEPARTMENT
BUSINESS & ECONOMICS

LINE MANAGER
DIRECTOR OF SOCIAL
SCIENCES & PERSONAL
DEVELOPMENT

SALARY SCALE
MPS/UPS PLUS TLR 2B £4,500

CONTRACT STATUS
Full time, permanent contract,
following successful
completion of probation
period

START DATE
SEPTEMBER 2023



PURPOSE

To communicate and embed an ambitious curriculum and departmental vision which encourages ownership, team spirit and commitment from the department members thus enabling all students to realise their potential. This is achieved by:

- Leadership of the curriculum area
- Effective planning and implementation of a high quality curriculum ensuring quality first teaching across all classes.
- Student progress beyond assigned groups
- Enhancing the teaching of others
- Line managing staff
- Effective planning and implementation of a high quality curriculum ensuring quality first teaching across all classes

PRINCIPLE RESPONSIBILITIES

Specific responsibility for the organisation of all matters including curriculum, assessment, reporting and monitoring relating to Key Stage 3 and 4.

LEADERSHIP OF THE SUBJECT AREA

The post-holder provides ambitious and clear direction for the work and development of the subject area within the context of the overall activity of the school, embedding standards of excellence to ensure that:

- The subject area has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in all its work
- The subject area identifies appropriate priorities and targets, takes the necessary action, and reviews progress towards them
- Staff use time, colleagues and other resources, especially information and communications technology, effectively to deliver the appropriate curriculum
- Staff keep up to date with local and national developments affecting the subject area
- Clear learning objectives are set through an agreed scheme of learning, regularly reviewed and developed in line with the school development plan and national curriculum requirements and subject specifications
- Students underachieving are identified and appropriate strategies are developed in liaison with Assistant Headteachers, Heads of Year and the SENDCO
- Collect and use assessment data to identify and challenge underachievement, following and analysing trend patterns and considering how well gaps are closing between the academic performance of different groups of students within the department, compared to students nationally and across the school; this will include the learning and progress of identified groups of learners
- There is a rigorous monitoring, evaluation and development of teaching and learning and appropriate internal and external assessments of learning are made
- Allocated budgets are managed effectively and the department remains within set budget allocation
- The classrooms and subject areas allow the curriculum to be taught effectively
- Learning resources enable the rich and deep delivery of the curriculum
- Learning resources are personalised to ensure the needs of all learners, specifically those identified as SEND, Pupil Premium and Highly Able
- The views of relevant stakeholders, including parents and students, are sought and used to evaluate and further develop the work of the subject area
- Links with parents, including the use of home-school agreements, contribute to students' learning with the subject area and at home

- There is an annual self evaluation of the department, including an analysis and commentary of student academic performance. The conclusions of the report are used to inform the strategic departmental plan and ongoing school improvement journey
- There is excellent collaborative work with other heads of department to plan an inspirational thematic learning curriculum; securing outstanding learning outcomes for all
- There is excellent collaborative work with fellow middle and senior leaders to plan and take an active part in the school's enrichment curriculum
- Effective links with the local community including partner Sixth Forms, primary schools, secondary schools, business, industry, FE and HE are developed
- To meet regularly with the Headteacher to keep her informed of developments within the department.

The post-holder will be expected to manage their own performance and development by sharing a commitment to improvement and identify capacity to do so.

STUDENT PROGRESS

The post-holder will support the progress of a wide range of students, so that students will:

- Acquire new knowledge or skills, develop ideas and increase their understanding of the subject
- Apply intellectual, physical and/or creative effort in their work
- Be productive and work at a good pace
- Show interest in their work and be able to sustain concentration and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve as part of self-assessment and school assessment for learning procedures individual student progress within the subject area will be measured against national benchmarks
- Coordinate effective intervention strategies which support students so that they make the progress that is expected of them
- Collect and use assessment data to identify and challenge underachievement, following and analysing trend patterns and considering how well gaps are closing between the academic performance of different groups of students within the department, compared to students nationally and across the school; this will include the learning and progress of identified groups of learners

GENERAL DUTIES

- To carry out any pastoral support roles (including being a tutor and delivering Lifelong Learning) as required
- To contribute to the extra curricular offer
- To play a role in ensuring effective safeguarding and wellbeing of our students
- To provide clear and useful feedback to students and parents/carers as required
- To complete school duties, as outlined in the timetable
- To check your email regularly and respond in a timely manner
- To take an active role in your own professional development and the appraisal programme
- To contribute articles to the newsletter as appropriate
- To complete any other reasonable tasks as required by the Headteacher

SAFEGUARDING

The post holder will:

- Adhere to the requirements outlined in the current KCSIE
- Attend and complete all required training in relation to safeguarding
- Report all safeguarding concerns in a timely manner as specified by the school
- Ensure there is a culture of safeguarding within all areas of the role

Notwithstanding the detail in this job description, the jobholder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the principal responsibilities of the job.

In addition, all teachers at the Archer Academy will carry out the professional duties of a teacher (as set out in the Teachers' Pay and Conditions document) including those duties particularly assigned to the teacher by the Headteacher.

PEOPLE, RELATIONSHIPS & COMMUNICATION

- Be committed to maintaining the distinctive and inclusive ethos of the Academy
- Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible
- Have qualities which earn the trust and respect of students, staff, parents, governors and the wider community
- Possess integrity, optimism, credibility, resilience and calmness
- Possess excellent written and verbal communication skills
- Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy
- Be able to build constructive working relationships with local schools and colleges, employers, the local community and the local authority
- Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school.

DIVERSITY & INCLUSION

Archer Academy is committed to promoting equality and diversity, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.

SAFEGUARDING

The Archer Academy is committed to safeguarding all children. Candidates must be suitable to work with children and young people.

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and a criminal record disclosure will be required prior to appointment- DBS/CRB check.



I love being part of the Archer community as I feel a sense of belonging. It is wonderful to be greeted with a smile every day. As teachers, we all have unique talents and skills that we are good at. I feel our work at Archer is meaningful and what we do makes a difference for others, this gives motivation for us to keep doing it even though there may be times when the going gets tough.

Miss Ashraf, art teacher



PERSON SPECIFICATION

Skills, Qualifications and Training	Essential	Desirable
Qualified Teacher Status	√	
Good degree in the relevant subject	√	
Courses of further study relevant to the post		√
Evidence of active involvement in professional development		√
Excellent organisational skills	√	
Excellent ICT skills	√	
Teaching Quality & Experience	Essential	Desirable
Have experience of teaching a range of year groups including examination classes	√	
A proven track record of excellent examination results across Key Stage 3 to 5	√	
Possess thorough understanding of the requirements and opportunities of the secondary curriculum	√	
Be an excellent teacher with the ability to inspire students to become effective, independent learners	√	
Ability to plan lessons effectively and have sound understanding of strategies to raise attainment	√	
Have the skills and experience necessary to achieve outstanding examination results	√	
Experience of writing high quality schemes of learning which accelerate student progress	√	
Confident ICT skills to support the provision of robust data tracking	√	
Good awareness of current educational developments	√	
Be an enthusiastic and effective form tutor	√	
Have the capability to lead others in successful school improvement and innovation	√	
Personal Qualities	Essential	Desirable
Possess strong leadership and management skills	√	
High levels of integrity and professionalism	√	
Ability to work well in a team	√	
Ability to think originally and creatively	√	
Enthusiasm, energy and commitment	√	
Possess excellent written and verbal communication skills	√	
An understanding of and commitment to the Archer Academy vision	√	
Have the ability to relate positively to students, parents and other stakeholders to engage them successfully in the life of the Academy	√	
Be committed to maintaining an inclusive ethos in the Academy	√	
Appreciate the balance between the academic, social and emotional development of young people needed to create an outstanding school	√	

HOW TO APPLY

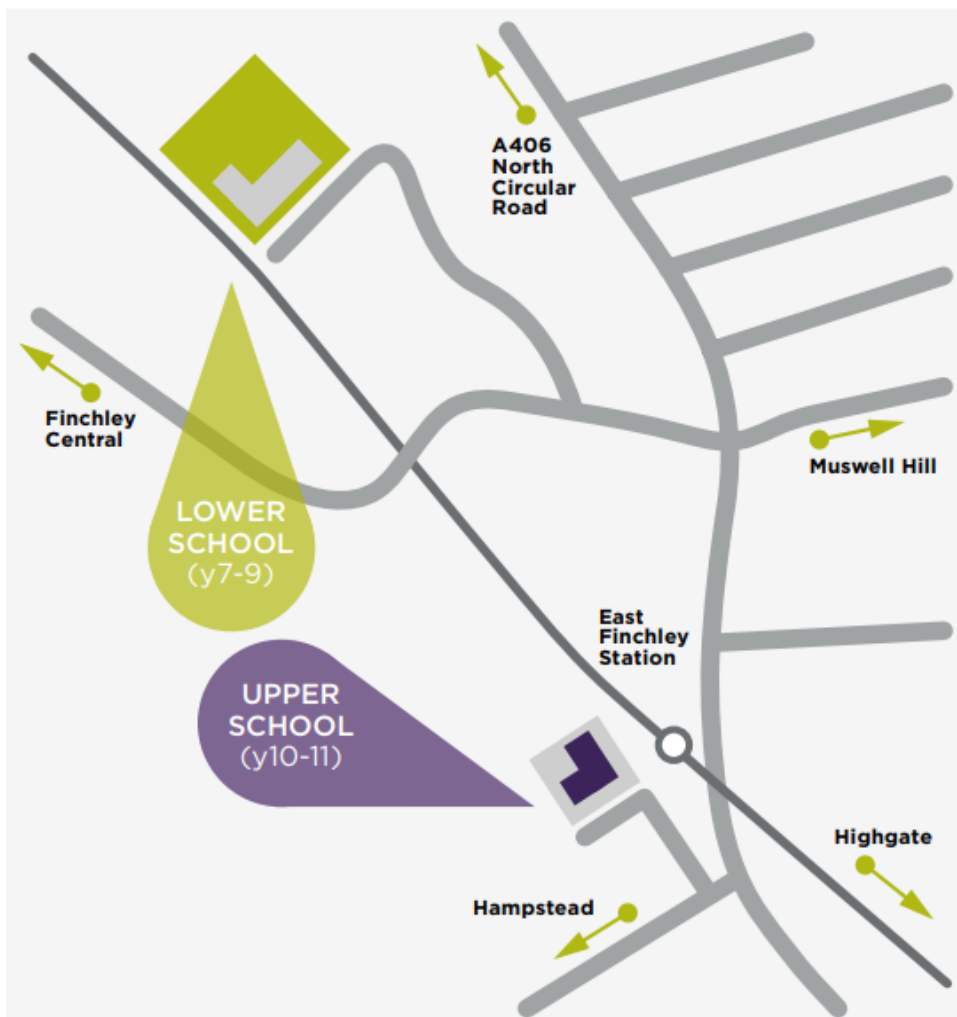
If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at www.thearcheracademy.org.uk within the Join us tab.

Please submit your application by email to Ellie Yates, HR Administrator and do not hesitate to contact Ellie on 020 8365 4110 ext 727 with any questions. Email: recruitment@thearcheracademy.org.uk



We were particularly struck by very well-behaved students who barely gave us even a cursory glance, so engrossed were they in their literature books.

Good Schools' Guide



Lower School (y7-9)
Eagans Close
London
N2 8GA

Upper School (y10-11)
3 Beaumont Close
The Bishops Avenue
London
N2 0GA