

# join us

Senior Teacher, Head of Lower School

Closing Date: Wednesday 22<sup>nd</sup> March 2023

Interview date: Monday 27<sup>th</sup> March 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



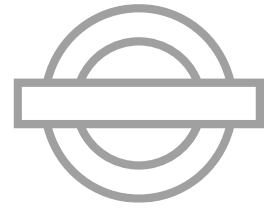
### PENSION

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

## ROLE

The role of Senior Teacher, Head of Lower School, is to support and further develop the leadership of our campus school; securing our Lower School as a bespoke environment of excellence. The Lower School is where our students and their parents begin their Archer Academy journey; it is where the Archer Way is established.

The Senior Teacher would have overall strategic and operational responsibility for the pastoral and academic achievement of our students in Year 7 to Year 9; ensuring that every student is enabled to realise their potential. The Senior Teacher, alongside the Deputy Headteacher Pastoral and through leadership of the Heads of Year, would ensure an environment of high expectations in relation to behaviour and discipline. The Senior Teacher, alongside the Deputy Headteacher, Academic and Heads of Department would ensure an environment of academic excellence where a culture of raising achievement in all areas of study is prioritised.

The Senior Teacher would take overall responsibility for our transition programme, both across the primary and secondary phase and from Year 9 to Upper School. At the Archer Academy, we believe that outstanding support and guidance at each point of transition forms a central part in the learning experience of every student; enabling them to grow to become confident, happy young people who are aspirant and ambitious for themselves with a firm foundation of academic knowledge and skills.

The Senior Teacher would play a key role within the school's safeguarding team, ensuring and enabling a cultural of wellbeing where every student is nurtured and supported.

The Senior Teacher would, alongside the Deputy Headteachers, take a prominent role in the development and embedding of the Archer Graduate as a mechanism to articulate and secure outstanding outcomes, character development, aspiration, resilience and independence in all students. Alongside, providing a clear and value driven framework for success and ambition that enables shared language of expectations between all stakeholders.

JOB DESCRIPTION  
SENIOR TEACHER,  
HEAD OF LOWER  
SCHOOL

LINE MANAGER  
DEPUTY  
HEADTEACHER,  
PASTORAL

SALARY SCALE  
LEADERSHIP SCALE  
10 TO 14

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

START DATE  
SEPTEMBER 2023



## PURPOSE

The role of Senior Teacher, Head of Lower School, is to support and further develop the leadership of our campus school; securing our Lower School as a bespoke environment of excellence.

The role of Senior Teacher, Head of Lower School, is focused on evolving and enabling refined pastoral and academic leadership structures at our school. The principal area of responsibility will be in promoting and supporting the pastoral care and academic progress of each student within the Lower School; clearly embedding the systems, processes and expectations that enable each student and member of staff to feel supported, confident and able to realise their potential.

## PRINCIPLE RESPONSIBILITIES

### **Pastoral leadership**

- To work with the Deputy Headteacher, Pastoral to lead outstanding pastoral care, ensuring consistency in both policy and practice across the school
- To establish a clear vision, ethos and then expected daily practice for the Lower School; as a bespoke community with a range of opportunities, clear expectations and a sense of purpose
- To lead and manage the Lower School Heads of Year to secure a consistent culture of high expectations, discipline and care for every student
- To embed a culture of meaningful student voice and student leadership, including the School Council and Prefect system
- To take a lead role in the school's safeguarding team, ensuring that all students are kept safe

### **Curriculum**

- To support the Deputy Headteacher, Academic in reviewing and further developing our Key Stage 3 curriculum such that all key stakeholders feel informed and excited by the learning opportunities and how this builds on Key Stage 2 and feeds into Key Stage 4
- To maximise and capitalise upon the unique elements of the Key Stage Three curriculum, Thematic Learning, Enrichment, Literacy and Learning Review Day to secure a rich and deep learning experience where all students realise their potential

### **Transitions**

- To strategically oversee the Primary to Secondary transition programme
- To establish a clear end destination for students in Year 8 and a clear transition to Year 9 and the GCSE foundation year, securing Year 9 as a pivotal and clearly identified phase within the school journey
- To strategically lead on the Year 9 to Year 10 transition and graduation programme

### **Academic progress**

- To establish a robust programme of intervention, and clear academic tracking and monitoring, across the Lower School for those identified as falling behind and those who would benefit from additional challenge to ensure that every student realises their potential.
- To embed processes of Academic Review at Lower School to ensure that all students make at least good progress, in line with their peers.

## DUTIES AS SENIOR TEACHER

- To contribute to all areas of wider school leadership
- To support the communication of the school vision which encourages ownership, team spirit and commitment from all staff
- To lead and support the development of all areas of pastoral leadership
- To ensure high standards of behaviour for learning and teaching and learning for all students throughout the school through securing policy and practice consistently
- To lead and support Heads of Department and Head of Year in curriculum planning which enables all students to become effective learners
- To work with SLT, Heads of Department and Heads of Year to use data to plan, deliver and evaluate intervention or tailored programmes of support which enable students to realise their potential
- To provide a secure and safe learning environment for all students so that they develop into self confident and self motivated learners
- To support the development of whole school monitoring to identify excellent practice and the sharing of good practice
- To liaise with external agencies
- To meet regularly with senior staff and the Headteacher
- To attend SLT meetings

## GENERAL DUTIES

- To undertake the normal responsibilities of the class teacher
- To be a member of the senior leadership team
- To assist the Headteacher in leading and managing the school
- To carry out any appropriate tasks asked by the headteacher
- To embed the Academy's values into the day-to-day life
- To promote the Academy's culture of independent learning
- To promote and support the wellbeing of staff
- To secure and support outstanding student behaviour, conduct and discipline
- To play a key role under the overall direction of the Headteacher in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:
  - establishing the policies through which they shall be achieved
  - Leading and managing staff and resources to that end
  - Monitoring progress towards their achievement.



## PROFESSIONAL SKILLS & EXPERIENCE

- Possess a good degree and QTS
- Be an excellent teacher with the ability to inspire students to become effective, self-directed learners
- Be a successful middle leader with a proven track record of success
- Demonstrate a successful contribution to whole school leadership and improvement
- Have the skills and experience necessary to achieve outstanding examination results
- Possess a thorough understanding of the requirements and opportunities of the secondary curriculum
- Have experience of teaching a range of year groups including examination classes
- Show evidence of having developed the learning capacity of students
- Be an enthusiastic and effective form tutor who is fully committed to embracing the Academy's vision
- Show evidence of continued professional development
- Have relevant experience of working in comprehensive and multicultural environments
- Have sound understanding of strategies to raise attainment
- Have the capability to lead others in successful school improvement and innovation
- Demonstrate the ability to set up and operate effective self-evaluation systems

## PEOPLE, RELATIONSHIPS & COMMUNICATION

- Be a role model to middle leaders, the wider staff and students setting an example to others
- 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

## RESPONSIBLE TO: Deputy Head, Pastoral

### 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

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## 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, especially Excel	√	
Track record of successful middle leadership	√	
Teaching Quality & Experience	Essential	Desirable
Have experience of teaching a range of year groups including examination classes	√	
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	√	
Highly competent in the use of SIMS, particularly lesson monitor	√	
Using data, through monitoring and evaluating to inform the progress and attainment of students	√	
Experience of training stakeholders to promote and develop outstanding behaviour for learning		√
Experience of working with external agencies such as CAMHs and social services	√	
Experience of leading on Safeguarding issues and referrals		√
Experience of leading on targeted programmes to raise student aspirations, achievement and attitudes to learning		√
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	√	

## PERSON SPECIFICATION CONTINUED

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

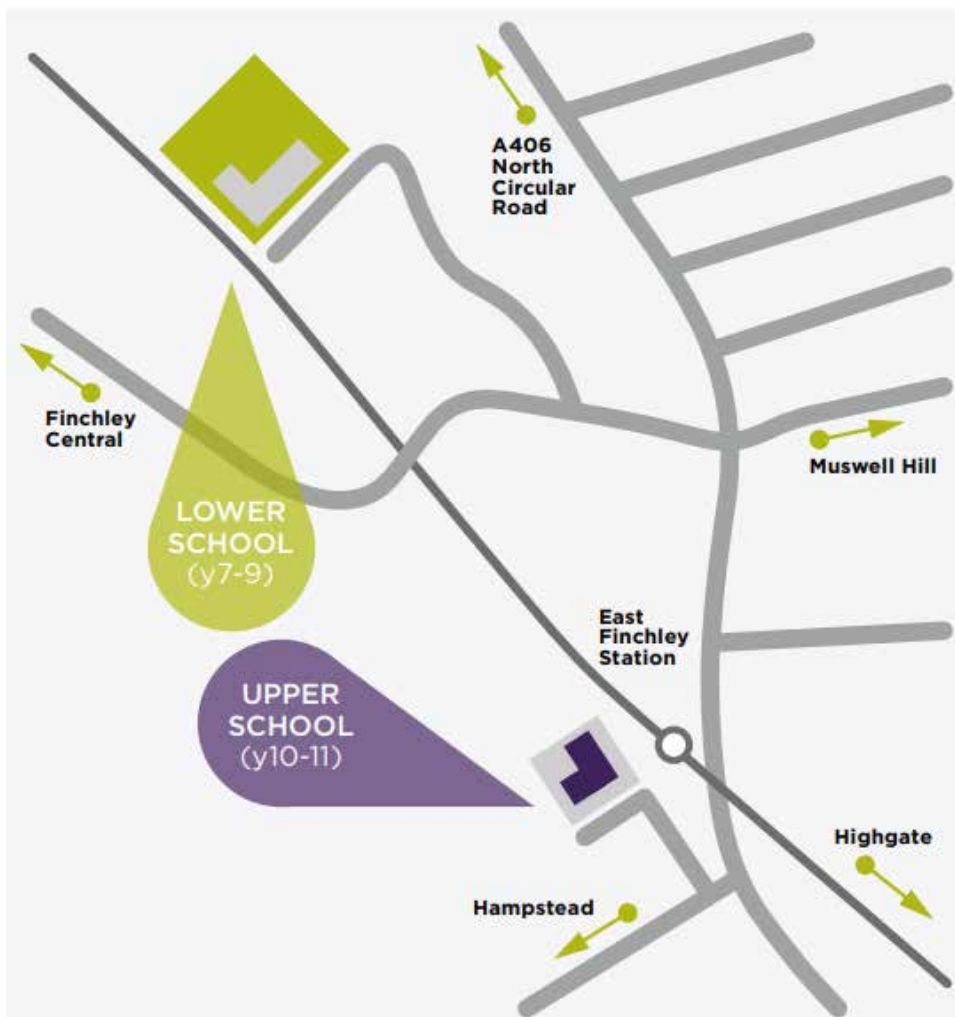
If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at [www.thearcheracademy.org.uk](http://www.thearcheracademy.org.uk) within the Join us tab.

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](mailto: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