



Ark Burlington
Danes Academy



BDA Candidate Pack

Head of Social Sciences (Maternity Cover)



Welcome from the Principal

Welcome to Ark Burlington Danes Academy. We are an all-through school serving pupils aged 3-18 from our local community in the borough of Hammersmith & Fulham. At Ark Burlington Danes Academy our vision is that **'We will be the ones to make our world a better place.'**

Our Academy culture and core values act as the multiplier to make every decision, action and interaction within the Academy stronger and more effective. These are:

- **Aim High** - *We have the highest expectations in everything we do every day so that we can fulfil our goals and dreams.*
- **Be Kind** - *We use every interaction to demonstrate our care for others. This encourages everyone to be the best version of themselves.*
- **Be Brave** - *We challenge ourselves and we keep going when things are difficult.*
- **Keep Learning** - *Everyday, we actively seize the chance to learn, even from our mistakes, and we are curious about new knowledge and skills.*

All schools can be efficient, effective and smart but it is the schools that relentlessly and sustainably focus on culture that make the biggest difference for the students that need it the most. Our school culture and core values are our compass throughout our journey to ensure our students receive the very best education every single day. We live and breathe these values every minute of every day at BDA so every student is empowered to live a life that is purposeful, fulfilling and be the ones to make our world a better place.

The Academy has the highest expectations for all, and we will make no apologies for that. Every single student at BDA will achieve outcomes that enable them to compete with anyone in society, regardless of any challenges that they face, by taking ownership of their actions and understanding that these will determine their future success and create their character as an individual. We believe that students achieve well when they **Aim High** by doing everything to the very best of their abilities every single day.

All staff at BDA strive to continually learn and improve so that they can be the very best teacher, leader or associate team member to ensure our students have the education and build the character to achieve anything they set their mind to. To support this, we invest in professional development at all levels that includes weekly CPD built into the Academy Day, weekly co-planning, instructional coaching programmes and a range of nationally recognised qualifications through the Ark network. We really do model the value of **Keep Learning**.

Originally founded as a Christian charity school in 1699, we are proud not just of our heritage and significant history, but especially of how this Christian ethos permeates all aspects of our school life. Throughout BDA's long history the school has dedicated itself to supporting young people and strived to achieve our vision statement and **make our world a better place**.

Our focus on our students achieving exceptional exam results drives our excellent academic outcomes and enables our students to access the best universities and careers, with over 50% of our students gaining a place at a Russell Group university. Our unique curriculum offer encompasses a highly academic range of subjects and a structured enrichment offer which takes full advantage of our unique sports, arts and music facilities as the largest school site in central London.

Our carefully curated curriculum and enrichment programmes help our students to develop their confidence, resilience and character, enabling them to become the leaders of the future. Our commitment to our students' broader development is evident throughout the cultural life of our school and our pioneering work on diversity; demonstrating why Burlington Danes is such a special place to learn.

Ark Burlington Danes is on an exciting journey to build a truly brilliant Academy that makes the difference for the young people and community we serve. Our recent [Ofsted report](#) and Good judgement in July 2022, shows the initial steps on this journey to delivering exceptional education for all. Some highlights from this report include:

- School leaders and governors share a vision of an inclusive, high-quality education for all pupils. They have high aspirations for pupils and want to give them every opportunity to succeed.
- Leaders have prioritised professional development.

- Pupils are polite, friendly, and engage with adults well. This is a school where leaders develop pupils' character and prepare them well for the next stage of their education. Teachers seek to know and understand every pupil, and pupils have adults who are always there to help them.
- Leaders have high expectations of pupils' behaviour. Pupils meet these expectations most of the time. They behave well. Bullying is quite rare and, when it does happen, leaders deal with it effectively.

If you are looking to join a school that is dedicated to making a difference for the students that need it the most and a leadership team that use culture as the strategy to drive improvement, then apply and join us on our journey to ***making our world a better place.***

David Carr

Principal



The BDA Culture

Our Academy culture and core values act as the multiplier to make every decision, action and interaction within the Academy stronger and more effective. All schools can be efficient, effective and smart but it is the schools that relentlessly focus on their culture that make the biggest difference for the students that need it the most and do it sustainably. We live and breathe these values, every minute of every day at BDA so every student is empowered to live a life that is purposeful, fulfilling and be the ones to make our world a better place.

The Critical Questions of a Healthy Organisation

Why do we exist?

"I have come that you may have life, and have it in all its fullness" - John 10:10

We will be the ones to make our world a better place.

How do we behave?

Aim High – We have the highest expectations in everything we do every day so that we can fulfil our goals and dreams.

Be Brave – We challenge ourselves and we keep going when things are difficult.

Be Kind – We use every interaction to demonstrate our care for others. This encourages everyone to be the best version of themselves.

Keep Learning – Everyday, we actively seize the chance to learn, even from our mistakes, and we are curious about new knowledge and skills.

What do we do?

‘We provide high quality education, enriching experiences and develop the character of the young people at BDA.’

What is most important right now?

The BDA culture – ‘culture eats strategy for breakfast.’

The 4 Disciplines of a Healthy Organisation

These disciplines are vital for a healthy and productive culture and will drive the academy vision of all stakeholders **‘being the ones to make our world a better place.’** Below gives a brief overview of the disciplines at BDA.

1. Cohesive Leadership Team

A cohesive team eliminates politics and increases effectiveness by:

1. Being open and building trust
2. Engaging in constructive and ideological conflict
3. Committing to clear decisions
4. Holding one another accountable for behaviours and performance
5. Focusing on collective results

We will achieve this through common behaviours, a commitment to providing each other feedback and using the working genius model to identify strengths of weaknesses of the team and each member.

2. Create Clarity

All members of the BDA community will know the answers to the 6 critical questions, key teaching signature strategies, key behaviour routines and systems within the Academy. It is vital to have clarity around these so that every is working together towards the same objectives – we value codification at BDA.

There is a high-quality professional development offer that will support you with understand these strategies, routines, and systems. We believe that these common strategies will support you to develop to become even better teachers and leaders. However, we also believe in providing enough flexibility for innovation in your work to develop these strategies further.

In addition to this, SLT work tirelessly to create 100% clarity around decisions, actions and strategies before launch. You will be part of this process as we actively seek staff feedback before taking action and making decisions.

3. Over-communicate Clarity

Leaders often neglect this discipline as not to patronise the people that they lead. This is a false worry as staff and students need to be over-communicated with to ensure they are clear on the messages from SLT. Adults and students need to hear it be said multiple times (maybe as high as 7) before they believe it. They need to hear the same messages multiple times, in different forms and from different people. At BDA we use this discipline to support clear communication throughout the Academy.

4. Reinforce Clarity

If the first three disciplines are working well then, we will have 90% of staff, students and parents on board. However, some will intentionally or unintentionally not do what is required or has been set out. This discipline is vital in improving the behaviour and skill of these individuals, ensure we have the right people on the bus and reinforce with the 90% that we will take action to ensure we are all aligned. This further supports those staff members become even more aligned. This is achieved through the following:

1. Reinforcing clarity conversations.
2. Practice Activities.
3. Praise.
4. Performance management.
5. Recruitment, inductions and retention.

School Prospectus

To view our School Prospectus please click [here](#).



SLT Behaviours

Whether you are joining the senior leadership team at BDA or working with them, it is important to know the behaviours we have created as a team and commit to modelling every single day. As a senior leader applying to BDA, these behaviours are more important than expertise and we would expect you to model these consistently. As a new staff member of BDA, you should expect your senior leaders to model these, and we would expect you to provide feedback to the team if these behaviours are not met at any point.

Overarching Behaviour: We are all committed living and breathing the vision of *'We will be the ones to make our world a better place'* and the values of *'Aim High', 'Be Brave', 'Be Kind' and 'Keep Learning.'*

Aim High – *We have high expectations in everything we do so that we achieve great things.*

1. *We acknowledge that the team is greater than the individual; there are no egos.*
2. *We are committed to having the highest expectations of all stakeholders.*
3. *We are consistent in our day-to-day SLT activities, modelling excellence in all routines.*
4. *We have a high presence around the school; we sweat the small stuff, whether this is picking up litter or picking up lessons. What we walk past defines us.*
5. *We are responsible for all areas of the school, not just our own remits. We do not work in silos!*

Be Brave – *We take on big challenges and we don't give up when things are difficult.*

1. *We will share our vulnerabilities with others in the team and use them for support.*
2. *We are open to receiving feedback regardless of how difficult it is to hear; we commit to engaging with, and acting upon it, for the benefit of the team.*
3. *We avoid passing on our stress to those that we line manage.*
4. *We challenge each other when we disagree. Conflict is healthy.*

Be Kind – *We care about everyone and support each other to be the best version of ourselves.*

1. *We make time for the little interactions with everybody in the school.*
2. *We actively seek to offer praise and thanks at all opportunities.*
3. *We are prepared to do the unpleasant jobs for each other, staff, and students.*
4. *We assume good intentions behind people's actions. We are curious to find out the reason behind their actions.*
5. *Be present in meetings – no electronics useless stated by the chair of the meeting.*
6. *I will explain the 'why' and contextualise the conversation, so the student/ parent/ teacher understands the importance.*
7. *We are committed to being as positive as possible. However, we provide praise and feedback at the right times.*

Keep Learning – *Every day, we seize the chance to learn, and we are curious about new knowledge and skills.*

1. *We commit to building in time for us to develop as a team.*
2. *We strive for excellence in our teaching and leadership on a day-to-day basis.*
3. *We actively seek feedback to improve as teachers, leaders and as a team.*
4. *We commit to learning about our students' contexts and life experiences to inform our leadership decisions.*
5. *We own our mistakes and work collectively to rectify them.*

Others

1. *We do not collude. We do not gossip.*
2. *We own all decisions made collectively.*
3. *We are outwardly unified, and staff can see that.*
4. *We share agenda items in advance and commit to engaging with these before meetings.*
5. *We are committed to the 4 disciplines of a cohesive leadership team, creating clarity, over-communicating clarity and reinforcing clarity.*
6. *We are committed to cascading clarity throughout the school after SLT meetings. We agree the key messages and communicate these to our direct reports within 24 hours of the meeting.*



Job Description: Head of Social Sciences (Maternity Cover)

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| Reporting to: | Vice Principal |
| Location: | Ark Burlington Danes Academy, White City |
| Contract: | Fixed Term |
| Working Pattern: | Full time |
| Salary: | £35,369 - £45,876 MPS + TLR 2B |

The Role

As Head of Social Sciences, you will lead, develop and manage the effective delivery of an outstanding curriculum, which enables the highest level of student progress and attainment. You will lead the professional community of Social Sciences teachers and promote outstanding teaching and learning and a strong school culture within a nurturing and rigorous environment.

Key Responsibilities

Leadership and Management

- Lead, develop and line manage the Social Sciences faculty, including leadership of one or more subject areas in the faculty, through the provision of CPD, inset training days, supervising NQTs, ITT students and support staff, etc.
- Monitor, evaluate and continually improve the quality of planning, teaching, and assessment of all members of the Social Sciences team
- Manage departmental budget and resources effectively and efficiently
- Lead behaviour management in the department, securing strong routines for learning, consistent with the academy's policy, and liaising with tutors and parents when necessary
- Develop strong partnerships and ensure regular communication with parents and carers

Improving Teaching & Learning

- Model outstanding teaching and lead collaborative planning and development, including the sharing of resources and best practice within the department
- Be responsible for tracking student progress across the faculty, analysing all relevant data to make data-driven changes to the curriculum design and intervention strategies and using the data to monitor the performance of subject staff
- Be accountable for student progress in Social Sciences across the school at all key stages, ensuring that all students achieve results in line with, or better than, value-added predictions
- Monitor the work of the department through rigorous and regular lesson observations, work scrutinies, and provide detailed, constructive feedback
- Lead joint practice development across the faculty subject teams, ensuring that outstanding practice is shared with all staff in the faculty and the wider school, and work with other department heads to exploit cross-year and cross-curricular links
- Plan, deliver, monitor and evaluate the curriculum provision and enrichment for all year groups within Social Sciences, consulting with the relevant subject leaders
- Monitor the identification of and provision for students with individual needs, and develop differentiated learning and teaching methods and schemes of learning
- Participate actively throughout the network, by attending relevant meetings, and, as appropriate, delivering network-wide training and initiatives
- Work with colleagues, students and families to develop a strong school community

Other

- Actively promote the safety and welfare of our children and young people
- Ensure compliance with Arks data protection rules and procedures
- Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy
- Work with Ark Central and other academies in the Ark network, to establish good practice throughout the network, offering support where required

This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by your line manager.

Person Specification: Head of Social Sciences (Maternity Cover)

Qualification Criteria

- Qualified to teach in the UK
- Degree in Psychology, Sociology or related subject

Knowledge, Skills and Experience

- Demonstrable commitment to raising attainment of all pupils in a challenging classroom environment
- Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work and of leading successful enrichment programmes
- Experience of improving the quality of teaching and learning
- Experience leading a team and/or working to support the significant success of others, including professional development and effective management of underperformance
- Experience of interpreting complex student data to drive lesson planning and student progress
- Mastery of and enthusiasm for the subject
- Effective and systematic behaviour management
- Knowledge of the national secondary education system, examinations and curriculum

Behaviours

- Genuine passion for and a belief in the potential of every student
- A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and understanding how and when to take appropriate action
- Deep commitment to Ark's mission of providing an excellent education to every student, regardless of background
- Excellent interpersonal, planning and organisational skills
- Resilient, motivated and committed to achieving excellence
- Reflective and proactive in seeking feedback to constantly improve practice
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice.
- Commitment to and understanding of professionalism in line with the National Teaching Standards

Other

- Right to work in the UK
- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training
- This post is subject to an enhanced DBS check

Ark is committed to safeguarding and promoting the welfare of children and young people in our academies. In order to meet this responsibility, we follow a rigorous selection process. This process is outlined here, but can be provided in more detail if requested. All successful candidates will be RE to an enhanced Disclosure and Barring Service check.

Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click this [link](#).



Ark Burlington Danes Academy

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Good
Provider

