



**DUKE'S**  
ALDRIDGE ACADEMY

# APPLICATION PACK

<b>POST OF</b>	<b>School within a School Manager</b>
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<b>DETAILS ABOUT THE POST</b>	
<b>GRADE</b>	Inner London Pay Scale
<b>TYPE OF POST</b>	1 year fixed term contract (extendable)
<b>START DATE</b>	August/September 2020
<b>POSITION</b>	New Post

<b>INFORMATION PROCESS</b>	
<b>CLOSING DATE</b>	9 <sup>th</sup> July 2020
<b>INTERVIEW DATE</b>	14 <sup>th</sup> / 15 <sup>th</sup> July 2020
<b>INTERVIEW PANEL</b>	Principal, SLT Line Manager, Behaviour Consultant

<b>EMPLOYMENT CHECKS REQUIRED</b>
<ul style="list-style-type: none"><li>• Completed application form</li><li>• Employment history including explanation of any gaps</li><li>• Proof of academic and professional qualifications</li><li>• Receipt of two professional references</li></ul>

## Contents:

1. Principal's Letter to Candidates
2. Job Description
3. Person Specification
4. How to Apply / Process of Selection
5. Our Mission, Vision and Values
6. Safeguarding Strategy Statement
7. Ofsted Outcome Letter - November 2019



June 2020

Dear Applicant,

**RE: School Within a School Manager**

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find enclosed an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Clea Holmes – Human Resources Manager on 020 8275 4851 or [recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (Drama, Media and Art). The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of academies. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy was judged as 'good' in its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

The School Within a School Manager (SWS) is a new post for the academy. The successful candidate will work with SLT in setting up and establishing this new provision. The SWS and Line Manager will work closely with colleagues from Kensington Aldridge Academy to share best practice and outcomes. (See Evening Standard article 8<sup>th</sup> January 2020.)

Trulock Rd, London N17 0PG | Headteacher: Ms M Duncan M. Ed | T: 0208 801 0091 | F: 0208 801 9022 | E: [admin@dukesacademy.org.uk](mailto:admin@dukesacademy.org.uk) | [www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)



Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academy's whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.

When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, morale is high and there is strong recognition that all play an important role to enable our academy to succeed.

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,



Monica Duncan  
**Principal**

**Additional information about our academy can be found on the academy's website:**

[www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)



**DUKE'S**  
ALDRIDGE ACADEMY

## **JOB DESCRIPTION: School Within a School Manager**

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**Reports to:** Assistant Principal - Students Personal Development & Well Being

**Start date:** TBC (preferably 1<sup>st</sup> August 2020)

**Contract:** 1 year fixed term contract (extendable)

**Salary:** Spine point 18-23 (£27,977 - £29,766) Full-time 52-week role

### **The Role**

**School Within a School (or SWS) is an innovative programme designed to turnaround problematic student behaviour and minimise exclusions at Duke's Aldridge Academy (DAA). We are looking for a talented committed leader who will work with the SLT to set up and run the SWS to transform student outlook and attitude.**

The SWS manager will work vertically across all year groups in the academy, providing day to day management of the SWS. They will attend weekly Student Support Panel (SSP) meetings and Senior Leadership Team (SLT)/Governor meetings as required. The post-holder will be responsible for setting a clear vision for the SWS and model for staff and exemplary practice in terms of managing challenging student behaviour. They will have delegated responsibility for one of the key aspects of our behaviour policy i.e. internal exclusions. They will work across all year groups, liaising with teachers, Head of Faculty (HoFs) subject leaders, and the pastoral team offering support and guidance where necessary. They will be a key point of contact for parents and external partners involved with the SWS.

### **Key Responsibilities**

1. To lead the day to day running of the provision, including interventions, workshops and social, emotional, behavioural and attendance support.
2. To generate a tailored offer to meet individual needs informed by pupil, staff and parental input, including the creation of action plans for pre- and post SWS placements.

3. To have an overview of the range of barriers to learning that impact on student progress, with reference to behaviour and attitudes to learning in and out of the classroom.
4. To offer an effective induction process at the beginning of each new programme.
5. To include sessions/workshops/one-to-ones that explore/work on how to name feeling and lessen frustrations in and out of the academy, and assist/guide the pupils in becoming more emotionally mature and healthy.
6. Have the ability to create a balanced timetable/curriculum centred around the Core Subjects, but with dynamic mentoring and 'easy win/success' horizon-broadening activities/workshops.
7. To maintain strong communication with parents and carers to ensure the strategies used over the half-termly cycle within the SWS are supported and communicated clearly to parents.
8. To establish a network of external stakeholders and community agents who will work with the SWS.
9. To recognise the strengths of each pupil and help them build on these when facing difficulties and to remind them of their abilities to succeed.
10. To maintain and reinvigorate the curriculum and overall "arc" of the core 6-week SWS programme on a rolling termly basis.
11. To maintain and cultivate partnerships with the many local youth service providers that contribute to SWS, and to source potential new partnerships.
12. To provide advice and guidance to staff working at SWS to ensure the provision meets the students' specific social, emotional and academic needs.
13. To liaise with, track involvement of, and where appropriate refer to various external agencies (e.g. Early Help or Social Services).
14. To be the first point of contact for parents/carers whilst pupils are attending the 6-week programme, providing regular updates and leading pre and post intervention meetings and others as and when required.
15. To create bespoke reintegration support for each pupil on their return to their mainstream lessons, including the input of the pupil, parents/carers, and other relevant staff.
16. To create time and space to be available for pupils and their families following their time at SWS, as part of reintegration and ongoing support.
17. To establish the Ambassador/Peer Mentor programmes for SWS graduates, which new cohorts of SWS students can aspire to, as well as finding other enriching opportunities for SWS alumni within the academy and local partner organisations.
18. To maintain appropriate records of students' progress, successes and concerns on a weekly basis.
19. To quality assure all aspects of the SWS provision and evaluate the impact of SWS on progress of particular pupils socially, emotionally and academically.
20. Advocate on behalf of the young people and their families/liaise with families/relevant external agencies involved to encourage their understanding of/involvement in the supporting the child whilst on the programme and beyond.

## SWS Manager Person Specification

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- Proven experience of working with children with emotional, social, behavioural and learning difficulties.
- Proven experience of managing the behaviour of vulnerable pupils to prevent exclusion and disaffection.
- Experience of working with senior management, parents and carers and external agencies.
- Monitoring and evaluating educational/youth provider provision.
- The willingness to maintain, nurture and build on the culture and ethos of SWS, including the ability to use flexibility, creativity, empathy, kindness and community spirit in your approach.
- A desire to listen and hear the voices of young people, using a 'within reach' as opposed to a 'hard to reach' attitude.
- Experience of supporting students and families with some of the likely challenges SWS pupils may face: health/well-being; trauma; physical/emotional abuse; racial abuse; domestic violence; alcohol/drug addiction; criminal system/family members in custody; housing; street/gang culture; asylum seekers/refugees/immigration status.
- Experience of effective partnership work with Early Help and Social Services.
- A collaborative and consultative approach, able to create links and make connections.
- Excellent management, motivational and communication skills.
- Ability to apply up to date legislation and practice in supporting inclusion for disaffected pupils.
- To work effectively with senior management, other staff, other agencies, parents and carers, and gain their confidence.
- Effective ICT skills.
- The ability to use a range of tools and evidence, including performance data, to support, monitor, evaluate and improve pupils' outcomes including challenging poor performance.
- The ability to implement strategies which encourage parents and carers to support their children's learning and attendance.
- The ability to write reports for the media and external funders.

**This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children. No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal. In addition, as a member of staff in a start-up academy, the post holder should understand their role may well broaden and that all roles will be reviewed annually to ensure the team is working as efficiently as possible.**

# HOW TO APPLY / PROCESS OF SELECTION

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If after reading the details you would like to apply for this post, please:

1. Complete the application form in full online
2. Shortlisted candidates will be sent a DBS declaration form which **must** be completed and returned

Your completed application forms should be sent to:

**Mrs U. Japaul** - Human Resources  
Duke's Aldridge Academy  
Trulock Road, Tottenham  
London, N17 0PG

OR

[recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

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## Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

## Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

## Feedback

Please note that we do not confirm receipt of applications.

## Selection process

Candidates who are shortlisted will be contact and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

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We look forward to receiving your application.



## Our Mission

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Inspire to Excel

## Our Vision

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Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

## Our Values

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We are a values-driven organisation with a commitment to non-selective, inclusive academies providing children and young people with an exceptional educational experience.

### We value:

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

# SAFEGUARDING STRATEGY STATEMENT

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Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:

1. Adridge Education Trust Safeguarding Policy
2. Duke's Aldridge Academy Procedures
3. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, IT and academy security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

**September 2019**

# Inspection of a good school: Duke's Aldridge

Trulock Road, Tottenham, London N17 0PG

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Inspection dates:

5–6 November 2019

## **Outcome**

Duke's Aldridge Academy continues to be a good school.

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

Pupils, parents and carers, staff and governors work together to provide a safe and nurturing environment in the school. Everyone is 'inspired to excel'. Pupils are proud of their school. They like coming to school and appreciate the support and encouragement they receive.

Pupils behave well in lessons because teachers plan interesting activities and provide individual support. Teachers constantly check pupils' understanding, which helps keep pupils focused. Pupils told me that 'teachers encourage you to learn and want you to learn'. Pupils achieve particularly well in English, mathematics, science, modern foreign languages and humanities, which make up the EBacc qualification.

The headteacher and her committed staff have high expectations that pupils will succeed in every area of their lives, as well as academically. An example of this is the help given to pupils who join after the start of the school year, often with little knowledge of English. The school ensures that all pupils leave with qualifications in English and mathematics.

Pupils said that they feel safe at school and on their journeys to and from school. Pupils value staff supervision outside school at the end of the day. Pupils state that bullying is not a problem at school. If it did occur, they know who to talk to and said that it would be dealt with quickly.

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

Leaders ensure that there are well-designed plans for how each subject should be taught. Pupils are motivated to learn because teachers challenge and support them. Teachers use resources and thoughtful questioning to help pupils understand new ideas. Pupils stated that during lessons 'everyone was willing to learn'. Pupils' behaviour rarely disrupts learning.

Subject plans ensure that pupils know more and remember more. The plans show how pupils can apply their knowledge to different situations. For example, Year 11 pupils told us how the science experiments they had carried out in Year 10 helped them with this term's work. In a few subjects, such as English, leaders' plans are not carried out as successfully. Leaders have organised appropriate training and support to make the necessary improvements.

Leaders have not ensured that pupils have access to the full range of national curriculum subjects during Years 7 to 9. Leaders have recently reviewed this. They are putting plans in place so that all pupils study a broad range of subjects for as long as possible. A small proportion of pupils gain qualifications in the full range of EBacc subjects. However, the number of pupils studying humanities subjects and a modern foreign language in Years 9 and 10 is increasing.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND follow the school's usual curriculum. Leaders identify pupils' needs accurately and check on their achievement. This means that pupils receive appropriate and timely support. Teachers receive the right information and training to help pupils with SEND to succeed.

Leaders and staff provide many opportunities for pupils to develop their character. Pupils told us about the valuable support they receive. For example, Year 7 pupils enjoy working with mentors discussing the move from primary to secondary school. Year 10 pupils told us how their work experience helped them to be more confident and ambitious. They said that it gave them the courage to seek further employment. Pupils explained how they add to the wall in 'purple lane'. This is a space which hosts events that support the many diverse aspects of life, such as LGBT. The wall displays the results of pupils' reflections and their inclusive attitudes.

Pupils' attendance is currently below the national average. Leaders support pupils to improve their attendance. They do this by involving pupils in programmes such as 'hit my target', by tracking attendance and asking for support from other agencies.

We noticed how respectful staff and pupils are towards each other. Pupils said that everyone was friendly and that during breaktimes the playground was 'tension-free'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils, staff, parents and governors all agree that the school is a safe place to be. Staff are well trained and are aware of current safeguarding rules and regulations. Staff and pupils know how to report concerns. Leaders act straightaway to keep pupils safe.

Staff work with families when their children's attendance is low. They work with the local authority and other organisations to keep pupils safe.

Pupils are taught how to keep themselves safe online and out and about. For example, Year 7 watched a theatre presentation on road safety. Pupils told us it was a useful reminder about the dangers of using mobile phones as they cross roads.

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

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

- Pupils do not achieve as well in a few subjects as they do in most. Leaders should continue their work to ensure that their plans for how subjects, such as English, should be taught are put into practice.
- Leaders should act on the findings of their curriculum review for key stage 3, so that pupils study a broad range of subjects for as long as possible.
- Some pupils need to attend school more regularly. Leaders need to continue their focus on reducing persistent absence and on increasing attendance. The newly introduced attendance monitoring system will support the work of leaders in this area.
- The school's curriculum is not sufficiently broad in Years 7 to 9. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and the training staff are receiving that they are in the process of bringing this about.

## **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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Northumberland Park Community School, to be good on 18–19 January 2012.

## **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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144900
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10124650
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1019
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Malcom Weston
<b>Principal</b>	Monica Duncan
<b>Website</b>	<a href="http://www.dukesacademy.org.uk">www.dukesacademy.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Northumberland Park Community School converted to become an academy school on 1 September 2017. When its predecessor school, Northumberland Park Community School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently send any of its pupils to alternative provision.

## Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. Inspectors held meetings with the headteacher, senior and subject leaders, the chief executive officer of the multi-academy trust, and governors.
- On the first day of the inspection, we did deep dives in these subjects: English, science, mathematics, geography and history. In each subject, we met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- We considered the views of staff from two meetings with groups of staff and feedback from the Ofsted staff questionnaire.

- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff and two external review reports.
- Inspectors considered the views of 48 parents who responded to the Ofsted parental questionnaire.

### **Inspection team**

Hayley Follett, lead inspector

Ofsted Inspector

Ian Morris

Ofsted Inspector



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