



Ark Burlington
Danes Academy

BDA Candidate Pack

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



Welcome from the Principal

Welcome to Ark Burlington Danes Academy. We are a secondary school serving pupils aged 11-18 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. 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 carefully curated curriculum is complemented by a structured enrichment offer, which takes full advantage of our unique sports, arts and music facilities as the largest school site in central London. Together they help our students to develop their confidence, resilience and character that will enable 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 BDA 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.’

How will we succeed?

Strategic Anchors	Questions to Ask to Review Decisions and Implementation
Strategic Anchor 1: <i>Culture improves performance more than systems.</i>	<i>Are the people working with the system working well together?</i> <i>Is everyone in the team modelling our values and norms?</i> <i>Does this decision serve our vision?</i> <i>Does this decision match our values and norms?</i>
Strategic Anchor 2: <i>Limit the number of priorities.</i>	<i>Are we trying to do too much here?</i> <i>Are we spending enough time focusing on our top priority?</i> <i>What do we need not do to achieve our top priority? What other actions are detracting from this work?</i>
Strategic Anchor 3: <i>Codify and deliver consistency across the school.</i>	<i>How do we create clarity in the initiative (codify)?</i> <i>How do we overcommunicate clarity?</i> <i>How do we reinforce clarity?</i> <i>Is the initiative implemented in every classroom/staff member/student? How can we support colleagues/students achieve consistency?</i>

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 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, induction, and retention.

School Prospectus

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



The BDA Social Norms

Social norms are the unwritten rules of beliefs, attitudes, and behaviours that are considered acceptable in a particular social group or culture.

Purpose: These agreed social norms and professional behaviours at BDA will reinforce our culture (not erode it). This will describe how we should act and interact at BDA to ensure our students **'are the ones the make our world a better place.'** It also allows us to hold ourselves and one another accountable for our actions. We reflect, learn, and grow as a team; we trust and value our team members, and we all work together to achieve our collective purpose.

Our BDA Culture

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 activities, modelling excellence in all routines.
4. If we see something wrong, we don't turn a blind eye, we act and we raise it.
5. We are on time to everything – **School (8am)**, lessons, line-ups, **briefing (8.10am)**, CPD (15:30), meetings etc.
6. We meet all deadlines with consistency. When there are challenges, we communicate in advance so a solution can be found.
7. We take pride in our classroom and tutor room. We keep it clean, tidy and clutter free.
8. We are committed to maximising learning time inside and outside the classroom. This means we use the BDA common routines including a call to attention.

Be Brave – We challenge ourselves and we keep going 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 when we model our value of Be Kind.
5. We challenge each other when we do not meet these norms or professional behaviours.

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

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.
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 unless stated by the chair of the meeting.
6. We will explain the 'why' and contextualise the conversation when speaking to each other, students or parents.
7. We are committed to being as positive as possible. However, we provide praise and feedback at the right times.
8. We celebrate the diversity (cultural, religious, LGBT, gender) of our staff and student body, and commit to making BDA a safe and welcoming environment for all.
9. We do not collude. We do not gossip. We do not undermine.

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 respect the development of our colleagues by giving lesson feedback face to face, in addition to the online form.*
4. *We actively seek feedback to improve as teachers, leaders and as a team.*
5. *We commit to learning about our students' contexts and life experiences to inform our leadership decisions and identify the best possible support for each student.*
6. *We own our mistakes and work collectively to rectify them.*

Christian Ethos – *We use our vision and values to communicate and live our Christian school status and ethos.*

1. *We lead collective worship sessions with our tutor groups, giving students time to reflect on their faith. We use the three Is (inclusive, inspirational, important) when leading these sessions.*
2. *We create safe spaces for students to express their religion. We engage respectfully and inclusively.*
3. *We acknowledge different religious festivals within our school and have insight into the festival during AM tutor time.*
4. *Space for prayer and reflection are offered at BDA.*

Communication

Emails

1. *We speak to people in person. In person is best. Then follow up in email (if appropriate).*
2. *We discuss conflict and ideas in person. If you find yourself in a back and forth then STOP and go to see them in person to discuss.*
3. *Consider the following questions:*
 - a. *Does this need to be sent in an email?*
 - b. *Does this need to be sent right now?*
 - c. *Does everyone need to be included in the reply?*
4. *We do not send out whole staff emails. We use the daily email, briefing and the bulletin.*
5. *We commit to reading the bulletin and briefing emails. We then add key details to our own diaries.*
6. *We do not email before 7am, after 7pm or weekends.*

Briefing

1. *We arrive on time for briefing (8.10am).*
2. *We model our value of **Keep Learning** during our weekly practice activities.*
3. *We model our core value of **Be Kind** in our weekly shoutouts and praise postcards for staff and students.*
4. *We all read the briefing notices after briefing to ensure we have clarity.*
5. *We ask clarifying questions after reading the briefing notes if we do not have 100% clarity.*

Communication and Interactions with Students

1. *We present a united front to our students and disagree or challenge colleagues privately.*
2. *We are committed to being as positive as possible. However, we provide praise, feedback, challenge, and sanctions at the right times.*
3. *We communicate our care and high expectations of students at all times.*
4. *We do not shout at BDA unless the safety of a student is in question.*
5. *We forgive mistakes and every lesson is a fresh start.*
6. *We nurture and respect our students and their identities.*
7. *We remember that we are the adults and the professional while students are young people whose brains are still developing.*

Communication and Interactions with Parents

1. *We will share all communication with parents to staff too.*
2. *We model our core values when interacting with parents even when this is more challenging.*
3. *We appreciate that some of our parents did not have a positive experience at school and we must build trust.*
4. *We are committed to building positive relationships with parents at every opportunity; this includes positive calls, postcards, and emails.*
5. *We are committed to 'getting in first' when calling parents to discuss a behaviour issue.*
6. *We respond to parents' concerns within 24 hours.*

Other

1. We all take responsibility for Health and Safety in all areas of the school. **If we see something wrong, we don't turn a blind eye, we act and we raise it.**
2. We are committed to excellent attendance as we know the impact our absence has on students and colleagues. However, when ill, we follow the absence procedure with 100% consistency. This means calling the absence line, setting high-quality cover work and providing evidence where appropriate.
3. We understand our behaviour outside of the academy is under more scrutiny than other professions and we model of values of Aim High, Be Brave, Be Kind and Keep Learning outside the academy as well as online.
4. We understand the importance of GDPR and apply the policy with 100% consistency.

How do we use these agreed social norms and professional behaviours?

Committing to Our SNs and PBs.

We commit to our BDA SNs and PBs each term and we will all sign them at the beginning of the year. We will the commit to living and breathing these every day at BDA.

Reflection

We will regularly reflect on our individual and collective strengths and weaknesses. This will take place at briefings, INSET, department meetings and CPD.

Soft Accountability

While being held accountable for these behaviours by line managers are of course important, it is the softer accountability of peers reminding each other when we do not meet them. It is vital that we all hold each other accountable for these behaviours so that we reinforce our BDA culture and create strong social norms. These conversations may feel strange to begin with, but it is vital in creating and maintaining our agreed social norms. To support this below are some principles and examples and non-examples. We will practise this as part of our INSET.

1. We must challenge with kindness and consistency.
2. We are challenging from a view that everyone can be even better not that they are not good enough.
3. We must assume positive intent.
4. We must be non-judgmental and link our challenge to the impact on you, others or students.

Example	Non-Example
I heard you shouting at your class early. Is everything okay?	I can't believe you shouted at your class earlier. That is really bad!
I noticed you were late to briefing yesterday. What happened?	You were very late to briefing yesterday. That is not acceptable.
I wanted to share that the email you sent yesterday made me feel.....	I am so annoyed about your email.
In your email yesterday you seemed frustrated. You know you can always come and talk to me.	You should come and talk to me if you are frustrated.
When I came into the classroom yesterday, I noticed rubbish on the floor. Was it like that when you arrived?	The state you left the classroom in yesterday was really poor!

The following sentence starters are helpful:

1. 'I noticed....
2. 'This made me feel.....
3. 'The impact of that was.....

Performance Management

These will be discussed as part of the performance management process. The current culture target will be tweaked to reflect this work.

SLT Behaviours

SLT will adhere to these behaviours, however they will have additional norms and behaviours that ensure we are leading effectively. You can find these in appendix A. Whether you are on 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 at 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.



Appendix A - SLT Common Team Behaviours

Rationale: Our shared set of core values drive our behaviours and decisions on a day-to-day basis. Embodying our values each day will mean we are able to work cohesively as a team in supporting our staff and students to believe they can be the ones to make the world a better place. It also allows us to hold ourselves and one another accountable for our actions. We reflect, learn, and grow as a team; we trust and value our team members, and we all work together to achieve our collective purpose.

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 challenge ourselves and we keep going 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 use every interaction to demonstrate our care for others. This encourages everyone to be the best version of themselves.*

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 are committed to the 4 disciplines of a cohesive leadership team, creating clarity, over-communicating clarity and reinforcing clarity.*
2. *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.*
3. *We do not collude. We do not gossip.*
4. *We own all decisions made collectively.*
5. *We are outwardly unified, and staff can see that.*
6. *We share agenda items in advance and commit to engaging with these before meetings.*

Job Description: Head of Mathematics

Reporting to: Senior Leadership Team

Location: Ark Burlington Danes Academy, White City

Salary: Main Pay Scale + TLR 1D

Contract: Permanent

Working Pattern: Full time

The Role

To take a lead role in the creation of a transformational school community which also has a Mathematics Specialism by developing and leading an exciting curriculum which enables the highest level of pupil progress and attainment. Extend the impact of mathematics across the whole Academy by the creative development of the mathematics specialism.

To support the induction, mentoring and training of new staff

Key Responsibilities

- Lead and manage the professional community of subject teachers to ensure the highest student attainment
- Subject co-ordination across the academy including working with KS2
- Monitoring and accountability for the progress and attainment of students in mathematics
- Delivery and accountability for the Mathematics Specialism including liaison with other disciplines and outside agencies to ensure the profile of Ark academy as a Mathematics Specialist School
- Work with NQT co-ordinator and Teaching & Learning Lead to identify key areas of support

Outcomes and Activities

Leadership of Mathematics

- Design an engaging and challenging curriculum that enables all students to enjoy and achieve at the highest level supported by detailed schemes of work to ensure consistency and coherence across all mathematics teaching
- Establish a clear departmental plan and monitor and evaluate its delivery and effectiveness
- Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment
- Monitor the effectiveness of teaching and learning and planning processes that support effective practices
- Support the professional development of teachers and their training where appropriate
- Establish a structure for mentoring, coaching and monitoring staff including supervision of NQTs and beginner teachers as appropriate
- Manage the development of maths resources effectively and efficiently.

Curriculum and Assessment

- Review and develop the curriculum and ensure all staff have short and medium term plans to deliver highly effective lessons
- Set regular, measurable and significant assessments for students
- Ensure the moderation of assessment outcomes for reliability and consistency
- Ensure all pupil data is understood and interpreted by staff and students and used to modify lesson planning
- Monitor the progress of all students and sub-groups of students with staff and plan appropriate support/interventions to remedy slow progress
- Liaise with all appropriate personnel regarding support for student progress
- Support the learning needs of pupils not reaching national standards within the extension structure if not met through curriculum time

Mathematics Specialism

- Help formulate an ambitious plan to ensure the centrality of the mathematics specialism across the academy
- Review action plans and outcomes with staff and evaluate the impact of actions taken and collate evidence
- Encourage action research and case study development

Support for new staff

- Develop mentors, through mentor training
- Identify key new staff particularly NQTs who need additional wrap around support to supplement their mentor
- Organise training/information Sessions for new HODs in key areas that will be new to them

Academy Culture

- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Help develop an academy culture and ethos that is utterly committed to achievement

Other

- Undertake any other various responsibilities as directed by the Principal or Senior Manager
- Undertake the other main professional duties of a teacher as set out in the ARK Schools pay and conditions of service document

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for the role.

Ark is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check

Person Specification: Head of Mathematics

Essential Qualification Criteria:

- Qualified to degree level and above
- Qualified to teach and work in the UK

Desirable Qualification Criteria:

- Experience of raising attainment in a challenging classroom environment
- Experience of establishing a high achieving department within a large and complex school environment
- Experience of leading, coaching and managing staff
- Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities etc.,

Behaviours:

Leadership

- Effective team worker and leader
- Demonstrates resilience, motivation and commitment to driving up standards of achievement
- Acts as a role model to staff and pupils
- Vision-aligned with Ark's high aspirations and high expectations of self and others
- Genuine passion and a belief in the potential of every student
- Motivation to continually improve standards and achieve excellence
- Commitment to the safeguarding and welfare of all pupils

Leading the Curriculum

Able to establish curriculum development, assessment, coordination and coaching

- Has good communication, planning and organisational skills
- High expectations for accountability and consistency

Leading the Learning

- Excellent classroom practitioner and mentor
- Effective and systematic behavior management, with clear boundaries, sanctions, rewards and praise.

Other

- This post is subject to an enhanced Disclosure & Barring Service check

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

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](#).

We aim to build a diverse and inclusive organisation where everyone – staff and students – can do their best work and achieve their full potential. We want to reflect and represent diverse perspectives across our organisation because we know that doing so will make us stronger and more effective. To know more about Ark's diversity and inclusion commitments, please click on this [link](#).



Ark Burlington Danes Academy

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