acland burghley
Creating Excellence Together

9 November 2026

Dear Candidate

Thank you for your interest in applying for the position Teacher of Maths at Acland Burghley School.

I enclose a pack containing:

1. Job advert
2. Job Description and Selection Criteria
3. Why be an ECT at ABS
4. Where to find us
5. Latest Ofsted information

The application form is available at www.aclandburghley.camden.sch.uk in the employment opportunities section.

Please return your completed form to recruitment@aclandburghley.camden.sch.uk or post to the school address.

I look forward to receiving your completed application form and a statement of no more than 2 sides of A4 by 9am on Tuesday 1 December 2026. Please ensure that your statement demonstrates how you meet the requirements in the person specification. We do not accept CVs.

We will acknowledge your application and hope to meet you. However, if you do not hear from us before the interview date you should assume that your application has been unsuccessful.

The school is committed to the protection and safety of children and young people. We expect all staff to share this commitment. Any position offered at the end of the interview process will be subject to verification of right to work in the UK, qualifications requirements, satisfactory DBS Enhanced Disclosure, teacher prohibition and barred list checks, Pre-employment medical screening, online vetting checks and satisfactory references. If you work in a school, one of your referees must be your current or most recent Headteacher.

Thank you for your interest in Acland Burghley School. I look forward to hearing from you.

Yours sincerely

Michelle Lineham
HR Manager

Headteacher Nicholas John
Head of School Martha Collins
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School Games Silver 2018/19
Arts Council England
Artsmark Platinum Award
Awarded by Arts Council England

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Required for January 2027

Teacher of Maths

Permanent

Acland Burghley School is looking to appoint an excellent teacher of Maths from January 2027. This post would be suitable for an ECT, or a more experienced teacher looking for career development.

This is an excellent career opportunity for a strong teacher to work in a thriving city comprehensive which has inclusion at its core. We were judged 'good' by Ofsted in October 2023. Our Maths faculty is a friendly, high performing team, which is very well led. ECTs applying for the role would be well supported in their induction years.

The successful candidate will be passionate about learning in maths, and will have a strong commitment to ensuring that every child achieves the highest possible academic standards.

Situated close to Hampstead Heath in the heart of North London, Acland Burghley is a mixed, inclusive, community comprehensive school that enjoys high levels of parental support and a close collaborative relationship with other local schools. It is part of the popular and highly successful LaSWAP post-16 consortium with Parliament Hill, La Sainte Union and William Ellis Schools, and a founder member of Camden Learning. 20 students with EHCPs have a place in the school's specialist autism resource base. In 2020, we entered into a residency agreement with the Orchestra of the Age of the Enlightenment, who now work and rehearse on our site, providing a range of exciting opportunities for the whole school community.

Above all, applicants should demonstrate an uncompromising belief in the potential of every student. If you share our passion for ensuring high standards for all, and have the ambition to be part of an exciting future for young people in our school, we would very much like to hear from you.

To arrange an informal telephone conversation or a visit to the school, please contact Michelle Lineham, HR Manager on recruitment@aclandburghley.camden.sch.uk

Closing date for applications: 9am Tuesday 1 December 2026
We reserve the right to interview candidates as applications are received

For further details of the post and to download an application pack please visit www.aclandburghley.camden.sch.uk/employment-opportunities/

Please note: we do not accept CVs.

Acland Burghley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates will be required to undergo an enhanced DBS Check and online vetting check.

Acland Burghley School
Teacher of Mathematics
Job Description and Selection Criteria

Job Description

Responsible to: Head of Mathematics

Key purposes:

- To prepare and teach lessons that fulfil the planned curriculum for mathematics and meet the needs of all students in your teaching groups
- As a tutor or an attached tutor, to provide pastoral and academic support to a group of students
- To play an active part in the departmental, faculty and pastoral teams to which you belong

Key responsibilities

1. As a member of a Faculty

Under the guidance and direction of the Head of Faculty, to:

- set clear and high expectations of students in line with the aims of the school;
- plan, resource and teach lessons, using available data on individual students to meet the needs of all in the class;
- set, mark and assess work to be carried out by students in lessons and as homework;
- record, track and monitor the progress of individual students and complete reports as required;
- communicate with parents re students' progress and attend parents' evenings related to the classes taught;
- register the attendance of pupils at each lesson;
- maintain good order and discipline among students and safeguard their health and safety, both in school and in authorised school activities elsewhere;
- create a stimulating learning environment, and be responsible for maintaining health and safety within it;
- with others as appropriate, prepare courses of study, teaching materials and teaching programmes that meet the requirements of exam specifications;
- contribute to the setting and marking of internal assessments/tests and controlled assessments against grading criteria;
- participate in meetings relating to the department's responsibilities and development.

2. As a member of a Year Team *(Tutors and Attached Tutors)*

Under the guidance and direction of the Head of Year, to:

- fulfil the tutor role as set out in the school handbook;
- guide and develop students in meeting the five Every Child Matters outcomes;
- build students' responsibility for high standards of work, behaviour, attendance and punctuality;
- register the attendance of students and implement the school's attendance policy to follow up absence and raise attendance;
- use registration periods profitably to support and develop individuals and the tutor group;
- teach the agreed PSHE programme in the weekly sessions;
- contribute a tutor report to end of year reviews;
- prepare initial drafts for references, testimonials and reports to outside agencies;
- attend assemblies with the tutor group and supervise their arrival and departure;

- participate in Progress Reviews and Parents' Evenings involving the tutor group and foster strong home/school relationships;
- participate in meetings called by the Head of Year.

3. As a member of staff

Under the guidance and direction of the Headteacher and Senior Leadership Team, to:

- contribute to the school's commitment to raising achievement for all;
- carry out the professional duties of a schoolteacher, including participation in performance management within the school scheme;
- participate in, and prompt, arrangements for your training and professional development;
- carry out a share of supervisory duties in accordance with published rosters;
- participate in appropriate meetings with colleagues and parents relative to professional duties;
- implement all whole school and local authority policies.

All teachers are expected to meet the Teachers' Standards (DfE May 2012) in full.

Selection Criteria

1. A degree in mathematics or related subject
2. Qualified Teacher Status
3. Successful experience of teaching mathematics to young people and ideally the ability to teach mathematics to A level
4. A sound knowledge of the mathematics curriculum and an understanding of its assessment requirements
5. A passion for mathematics and a creative approach to engaging students in the subject
6. High expectations for students' progress and achievement
7. A commitment to the on-going development of your teaching
8. Strong classroom management skills
9. A commitment to exceptionally high professional standards
10. A commitment to equal opportunities, inclusion, and the safeguarding of all students

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Why be an Early Career Teacher (ECT) at Acland Burghley School?

Acland Burghley School (ABS) has a long, successful history of developing newly qualified teachers as part of its commitment to lifelong learning for the whole school community.

ABS welcome ECTs, believing teachers new to the profession provide opportunities to innovate and keep up-to-date with the latest research and pedagogy, as well as building succession planning into the school's career structure.

All ECTs at ABS are allocated a Subject Mentor, a role which is welcomed by experienced teachers. In addition, an Induction Tutor will oversee and quality-assure your ECT year.

Aims of the ECT programme:

- To provide a high quality, inspiring, challenging and supportive ECT programme which enables ECTs to excel in their first years of teaching and meets the statutory requirements for the ECT period;
- To ensure ECTs experience high quality mentoring and coaching which enables them to make exceptional progress;
- To enable ECTs to benefit from ongoing, day-to-day support from all colleagues and from the wide range of professional development opportunities offered at Acland Burghley and partner schools.

FREQUENTLY ASKED QUESTIONS

What opportunities will I have for professional development in my ECT year?

ABS run a highly regarded ECT programme in collaboration with Parliament Hill School for Girls, La Sante Union and William Ellis School for Boys. This enables us to create an inspiring programme which draws on best practice across the schools. Workshops are consistently rated as 'excellent'. The collaboration enables facilitators to model engaging strategies which can be used in the classroom.

"I have an extremely supportive department who have played a big part in my progress as a teacher"

Can you tell me about ABS students?

ABS is an inner-London, fully comprehensive 11-18, mixed school in the London Borough of Camden. Economically and socially, the school reflects the diversity of the local community. ABS enjoys the confidence and support of parents, many of whom are active in the Parent Teacher Association and the ABS Trust.

As an Arts Specialist school, ABS has a high uptake in the visual and performing arts, celebrated by the annual Burghley Arts Fest, Dance Show and numerous musical performances.

Students are encouraged to take on genuine leadership roles, e.g. through the Student Ambassador programme, Student Council and Camden student societies.

Headteacher Nicholas John
Head of School Martha Collins
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School Games Silver 2018/19
Arts Council England
Artsmark Platinum Award
Awarded by Arts Council England

ABS is part of the acclaimed LaSwap Sixth Form, in partnership with Parliament Hill School for Girls, La Sante Union and William Ellis School for Boys.

"Acland Burghley is a fantastic arts school. You can feel this as soon as you step into the building. The students are multitalented, diverse and vibrant which has provided me with a unique teaching environment"

What do staff like about ABS?

Teachers and support staff enjoy excellent professional relationships.

"The Burghley experience is about strong student-teacher relationships, which has been significant in facilitating a caring environment for both staff and students"'

Visitors and new staff frequently comment on the warm welcome they receive and how well they are supported, being taken 'under the wing' of more experienced colleagues.

All ECTs are allocated a buddy to help them settle into the school.

Where is ABS?

ABS is perfectly situated in Tufnell Park, a fashionable area of north London. The school is near a number of bus routes and Tufnell Park underground station is directly opposite the school. There is a car park for those who prefer to drive.

The surrounding area has an abundance of restaurants, cafes and places where staff socialise. Waterlow Park and Parliament Hill Fields are a short walk away, as is the village of Highgate and the lively area of Camden Town.

What opportunities will there be after I have completed my ECT year?

The London Borough of Camden offers a rich programme of professional development (PD) which teachers are encouraged to attend. Parliament Hill School offers *Thinking of Leadership* and *21st Century Leadership,* aimed at those considering their first leadership roles. ABS runs the LB Camden *Experienced Middle Leaders* and the *Aspiring to Senior Leadership* programmes. There are opportunities to take part in the leadership programmes run at the Institute of Education in collaboration with the National College.

These opportunities are underpinned by the ABS PD programme; a bespoke range of development opportunities offered throughout the year. These vary from fortnightly sharing of best practice at Teaching and Learning briefings to opportunities for collaboration and innovation.

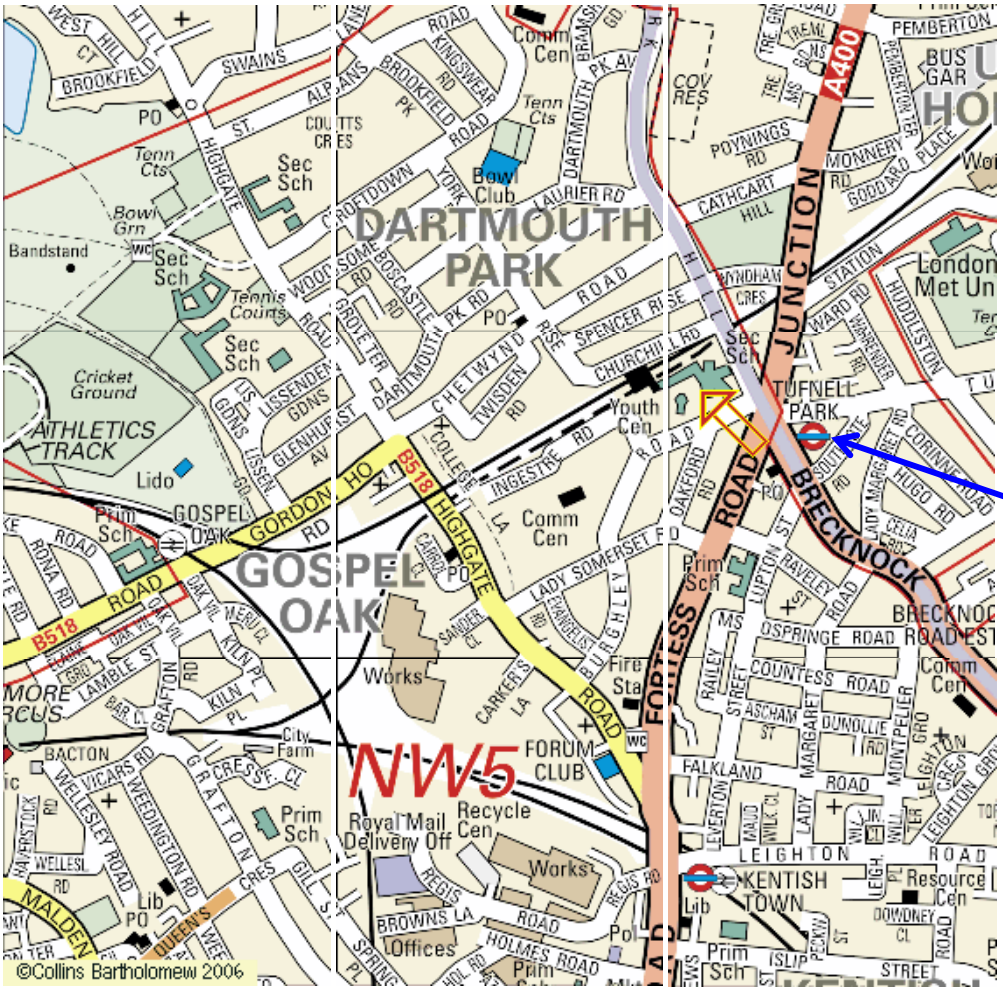
Teachers, at any stage in their career, are encouraged to take part in or lead extracurricular activities, of which there is a stimulating, varied offer.

Where can I find out more?
Please contact Michelle Lineham, HR Manager at
recruitment@aclandburghley.camden.sch.uk

Where to find us

The school stands on the border of Camden with Islington. It is close to Tufnell Park underground station and to Kentish Town (Thameslink) and several bus routes pass nearby. Car parking space is not available on the school site.

The nearest tube station is **Tufnell Park** (Northern line – High Barnet or Mill Hill East branch). The nearest train station is **Gospel Oak** (London Overground) which is a 15 minute walk from the school.



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e info@aclandburghley.camden.sch.uk (general enquiries)
recruitment@aclandburghley.camden.sch.uk (application enquiries)
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Inspection of a good school: Acland Burghley School

Burghley Road, London NW5 1UJ

Inspection dates: 18 and 19 October 2023

Outcome

Acland Burghley School continues to be a good school.

What is it like to attend this school?

Leaders have developed an inclusive community in which all pupils feel welcome. Staff know pupils very well, which ensures they are safe. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils behave well during lessons and around the school site. On the rare occasions when low-level disruption occurs, teachers use clear systems to address it. Pupils enjoy school. They are enthusiastic, happy and take pleasure in learning.

Pupils take part in a range of wider opportunities in the school. These include clubs for creative writing, debating and coding. Students in the sixth form are encouraged to plan and deliver their own clubs for younger pupils in the school. Pupils take part in leadership opportunities, including the student council, the diversity group, and eco-warriors.

There is a wide range of music and sporting opportunities. These include a variety of sports clubs and competitions, choirs and ensembles, and a partnership with a professional orchestra. Pupils have further opportunities to develop their characters through delivering assemblies. They also create podcasts and take part in regular in-class debates.

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

Leaders have developed a curriculum that is ambitious and in line with the expectations of the national curriculum. They have identified the key knowledge and skills they want pupils to learn. The curriculum progressively builds on pupils' knowledge over time.

Teachers have strong subject knowledge and present information clearly during lessons. They make adaptations to ensure that pupils with SEND can access the same ambitious curriculum. Staff match work for pupils to their individual needs, including a personalised curriculum for those with more complex needs.

Sometimes, teaching does not check or deepen pupils' understanding before moving on to new content. This means that, on occasion, pupils do not commit knowledge to their long-term memories.

Staff swiftly identify pupils who may struggle to read when they join the school. They identify pupils' individual needs and put in place bespoke support quickly. This ensures that pupils make rapid improvements in their fluency and confidence in reading. A range of strategies are in place to promote a love of reading. Pupils all read regularly in school, including during library lessons, tutor periods and whole-school reading events. Leaders ensure that pupils with SEND receive strong support with their reading.

Pupils generally demonstrate positive attitudes to their learning. Typically, they take great care over their work and produce work of a high quality. On occasion, pupils lose focus in class. Sometimes, staff do not ensure that they support pupils to concentrate on their learning consistently well. Leaders support pupils to have high attendance. They have robust and bespoke procedures in place to enable pupils to attend regularly.

Leaders have designed a comprehensive and well-planned personal development curriculum. This helps pupils to develop an understanding of how to stay safe and healthy. Staff are highly effective at assessing pupils' understanding of these topics. They put in place bespoke support, sometimes using external providers, to support any pupil who needs to deepen their understanding.

Leaders provide a broad range of outings, in which all pupils participate. All pupils, including pupils with SEND, are involved in these opportunities. This helps to enrich pupils' broader personal and cultural development. These include visits to concerts, museums and an outdoor activities centre.

Leaders make sure that all pupils access high-quality careers, advice and guidance. The school welcomes a range of external speakers, including employers and speakers from universities. A variety of talks and workshops ensure that pupils are well informed of their future options and build important employability skills. Students in the sixth form receive high-quality guidance to support their future education and employment.

Leaders look after the health and welfare of staff. They are conscious of the pressures of workload and explore strategies to minimise this where possible. Leaders have built strong working relationships with parents and the local community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching does not check pupils' understanding and identify misconceptions consistently well. This means that, sometimes, pupils are not fully

ready to learn new content and commit knowledge to their long-term memories. Leaders should develop the expertise of all teachers so that they consistently identify and address any gaps in pupils' understanding.

- On occasion, staff's expectations of pupils are not high, including in keeping all pupils attentive in lessons. As a result, some pupils do not demonstrate a consistently positive attitude to the quality of their work. Leaders should ensure that all staff have consistently high standards for the quality of work produced and support pupils to focus and concentrate.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged school to be good in March 2018

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 information from Ofsted Parent View 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.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100053
Local authority	Camden
Inspection number	10289763
Type of school	Secondary
School category	Community school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,163
Of which, number on roll in the sixth form	267
Appropriate authority	The governing body
Chair of governing body	Kim Issroff
Headteacher	Nicholas John
Website	www.aclandburghley.camden.sch.uk
Date of previous inspection	March 2018

Information about this school

- The school uses five alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, and a range of staff. They also met with members of the governing body and a representative from the local authority.

- The inspectors carried out deep dives in the following subjects: art, mathematics, science and history. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Ed Simmons	Ofsted Inspector
Sam Johnson	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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