

London Enterprise Academy



"Learning for Life"

School Business Manager

Recruitment Pack
Salary - £54,000 to £64,000



LEA Pupils with Rev. Jesse Jackson
Global Civil Rights Icon during his visit in December 2021



LEA pupils with England
Cricket Captain Eoin Morgan



LEA Principal with A Akhlaque
— secured a place at Cambridge

*"Education is the
most powerful
weapon which you
can use to change
the world"*

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Dear Applicant,

Thank you for taking the time to learn about London Enterprise Academy (LEA). This pack is intended to give you information about the role and our school's vision and ethos.

The academy opened in a refurbished office block in the heart of London's East end to its first cohort of Year 7 students in 2014.

We aim to be outstanding in all areas and become a centre of excellence in everything we do. The staff at LEA are reflective, committed professionals, willing to do whatever it takes for our students to achieve the very best results. All students are encouraged to continue their education and to progress to university, and we work closely with local universities and employers to achieve this vision. Fortunately, we have been able to give students access to a level of expertise rarely seen in the state sector.

"The school has designed a rich curriculum for all pupils which is based on the scope and ambition of the national curriculum... This means that, overall, pupils are now learning and achieving well across subjects."
Ofsted, October 2024

In addition to offering a broad and balanced curriculum, the academy places particular emphasis on the development of enterprise skills. We have been able to develop links with employers in the City of London and Canary Wharf to provide mentoring to our students.

At LEA, we develop students who have a passion for learning, enquiry and the maturity to self-direct their studies and take control of their futures.

In July 2022, Ofsted stated, "Pupils get the right support when they need it. Leaders work closely with external agencies, such as social services and community health experts, and this helps to ensure that expert help is on hand for pupils who are at risk of harm".

This role represents a unique opportunity to join an academy with the highest expectations for students and staff to help shape the future of the academy.

Our facilities include modern classrooms fitted with the latest technology to make working and learning fun and exciting. All of our teachers and students are supplied with iPads to use in school and at home.

I am looking for someone with the necessary skills, drive and experience to excel in this role, also who can raise the standards in service provision across the school.

As Principal, there is no greater priority for me than the recruitment and development of staff. My aim at LEA has always been to create a school that is exceptional in everything it does and to do that I need an exceptional team. I understand that I will be asking a lot from the staff, but in return, I can promise extensive support and development opportunities.

After reading the enclosed information, if you would like to apply, please complete the application form that can be found online at www.londonenterpriseacademy.org and return it via e-mail as directed.

I look forward to receiving your application.

Ashid Ali, BSc (Hons), PGCE, MA (Ed), NPQH, FCCT
Principal

Executive Summary

Our **vision** is to establish an outstanding school that will ensure students achieve personal success in their school life and beyond. We believe success at school provides a strong foundation for students to become engaged citizens who believe in themselves and can bring about positive change, for themselves and the society they live in.

In addition to achieving academic excellence, we instill in every child the beliefs, behaviors and attitudes that will underpin success in life. This means that every student is equipped to:

- Create and seize opportunities for themselves and others
- Contribute to Big Society
- Bridge the skills gap faced by future employers

Our school's ethos supports this vision by creating a school that is sympathetic to the social background of the students given the Tower Hamlets location and pro-active with respect to the unique opportunities this dynamic and well situated borough affords.



Central to our school's ethos is a student-centric and individualised learning approach designed to achieve personal success for each and every student, regardless of where their abilities lie. To fully equip our students as engaged citizens who will have the right skills to be active participants in British society, our curriculum is designed with an emphasis on:

- Academic excellence – our school provides a safe, caring and supportive learning environment in which every individual can beat their personal best. This is achieved through commitment to excellence from all, and no excuses.
- Enterprise – a can do attitude, creativity, informed risk-taking and a drive to succeed. These are all
 - **key** ingredients to success whether in academia, business or social enterprise.



Curriculum and approach to teaching and learning

Alongside our vision for student outcomes, the most significant influence on our choice of teaching approach and on curriculum design is the social background of our students. Thus:

- A small school ethos, human relationships
- We believe that all young people can prosper. This individual attention is most likely to succeed in a small school environment where each child is well known to staff.
- A broad and balanced curriculum taught via a personalised learning methodology that has been proven to deliver excellent results in small charter schools in Sweden and the USA
- An extensive range of extra-curricular activities offered to draw out hidden talent and stretch gifted students
- Home-school relationships are important in engaging parents
- Enterprise



Focus on enterprise

- We want students and the local community to take full advantage of the Tower Hamlets location. With access to the city of London, academic and arts institutions, and technology and creative industries.
- Enterprise focus – can do attitude, drive to succeed and confidence to take risks. It would be a wasted opportunity for students, the local community and the wider economy if the advantages afforded by the Tower Hamlets location made no difference.
- Cater for pupils of all abilities

High expectations and celebrations of pupil achievement

Education is the most effective tool for those seeking to better their quality of life. The solutions to poverty, social exclusion, disadvantage and deprivation lie not with others, but within an individual. The individual has the power to make a positive difference and transform his/her life circumstances as demonstrated by many in our group who set up LEA.

We believe that educational benefit should be measured beyond an exclusively narrow focus on academic attainment. This is not to say that we do not measure academic ability – we do and our standards are very

high. What we do know is that children need a wider range of capabilities when leaving school and our approach to high expectations and pupil achievement reflects this.

We believe that poverty and disadvantage cannot excuse a lack of high expectations amongst our students. Consequently, we set clear aspirations on the achievements that we expect of our pupils.

We celebrate the achievements of our pupils through our reward ladder and ensure that parents are aware of this success. We keep parents informed by telephone, email, text and post, as well as invitations to annual awards and celebration evenings.

Aspirations and outcomes

The immediate catchment area draws young people from disadvantaged communities for whom English is not their first language. Our curriculum has been designed to bolster teaching time for English, Mathematics and Science. Added emphasis on the core subjects improves our pupils' chances of academic success.

Our academic outcomes support earlier academic excellence and also support alternative pathways through vocational support into apprenticeships.



Our targets

- All students make at least three levels of progress (50% make four levels of progress) between KS2 and KS4 in core Baccalaureate subjects
- GCSE results are 5% above National Average
- 50% achieve the EBacc qualification in 2019 examinations
- All students are expected to reach an attendance target of at least 96%
- All students continue with their education after leaving LEA
- 90% of parents regularly attend progress meetings relating to their child
- 90% of pupils contribute 250 hours to "Big Society"

Curriculum Rationale

LEA is based in one of the most deprived local authorities in England and Wales. The large majority of the population live in social housing and has well above the national average for Free School Meal (FSM). The vast majority of the student population is categorised as English as an additional Language (EAL).

Our curriculum therefore reflects the needs and wishes of the local population which was established during our research phase and whilst meeting individuals, groups and community and business representatives when collecting data to establish demand for the school.

It is clear from talking to parents that they want the best possible education for their children which prepares them for a good career in the local financial and business sector of London. One parent summed this up by saying "education is our only way out of poverty".

The curriculum at the LEA reflects our vision, ethos and principles.

- It encourages our students to become independent enquirers, collaborative thinkers and critical citizens.
- The curriculum includes the **core curriculum** and an **extended enrichment** curriculum for all students.
- The students follow a modified version of the National Curriculum at **Key Stage 3** with a view to supporting the students into their studies for the English Baccalaureate at **Key Stage 4**.
- At the heart of the learning is the **thematic based enterprise curriculum**.

The **core curriculum** is taught in single lessons of 50 minutes and doubles of 100 minutes from 8.45 am until 3.10 pm Monday to Friday with **Enrichment** curriculum from 3.10 to 4 pm Tuesday to Thursday.

The Enrichment curriculum gives the students an opportunity to take up an active enrichment in the form of an active PE/Healthy lifestyles curriculum such as sports and martial arts; a creative enrichment which develops their talents or expressive side; academic enrichment focusing on new learning and interventions to support bridging learning gaps.



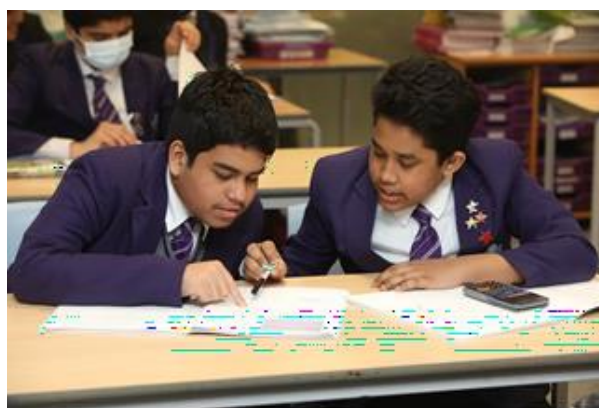
Key Stage 4

This key stage commences in year 9. The students make their option choices in year 8. We initially recommend our students to follow the subjects for the English Baccalaureate. Our range of option choices are wide, considering the small size of our school. With subjects such as Business, Economics, Art, and Sociology proving to be very popular

The three-year Key Stage 4 also gives the students a chance to deeply embed their learning. In addition, there are opportunities for students to take a range of pathways which will support and extend learning which may lead to some of the students taking GCSEs earlier and then follow an AS programme.

Our students are expected to take the following subjects:

- English
- Mathematics
- Double Science
- History or Geography (option 1)
- A Language (French, Spanish or a home language GCSE) (option 2)
- Religious Education
- Physical Education
- Citizenship
- Enterprise
- Enrichment

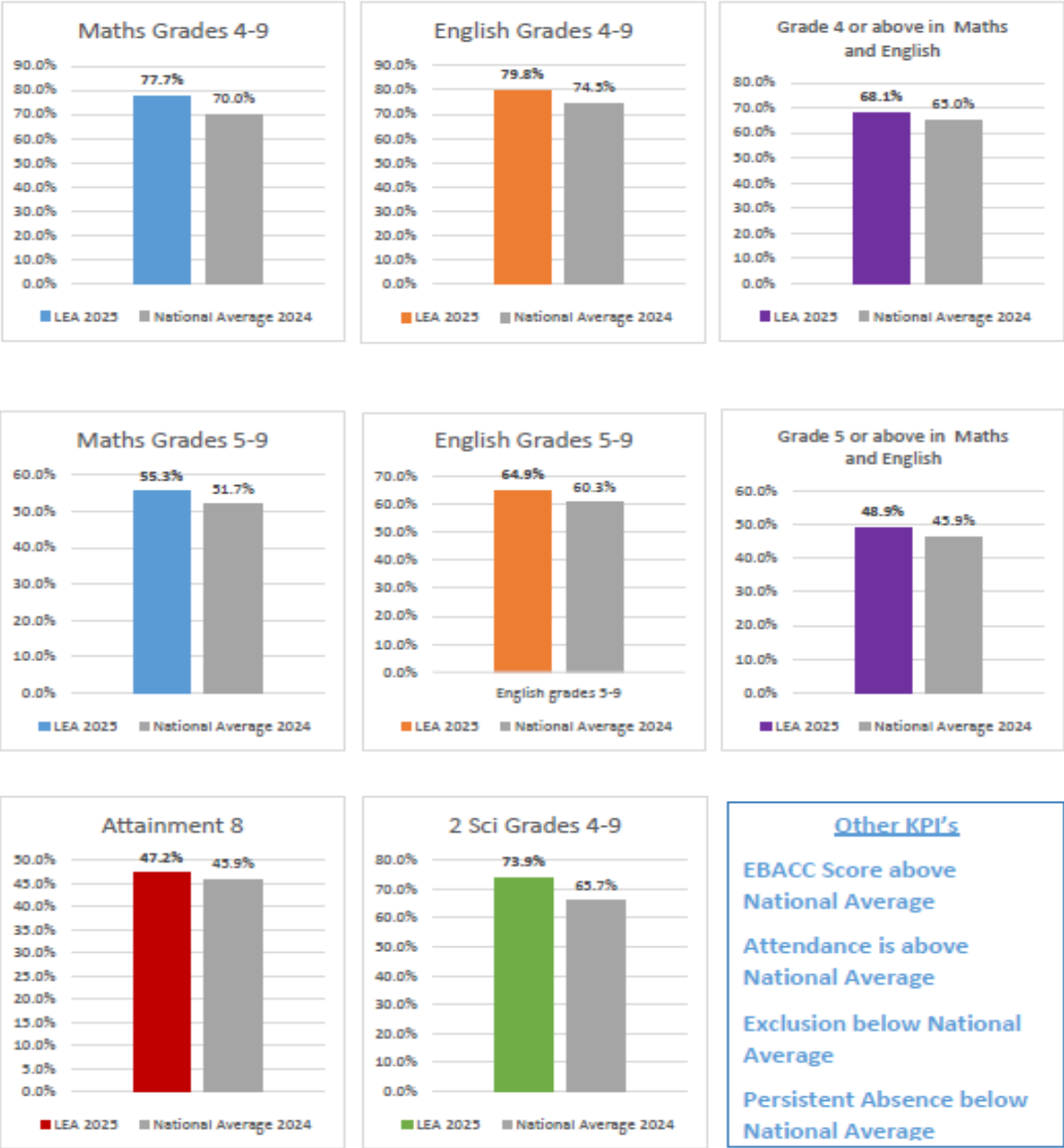


GCSE Results – these are results of a GOOD school

GCSE Results 2025



Our GCSE results are typical of Good and Outstanding Schools



“Staff at the school say that leaders take their well-being and workload into account. They feel well supported with their professional roles.” *Ofsted, October 2024*

Parents' Comments

I really appreciate the schools communication regarding my child. It was nicely dealt with which I appreciated
Year 7 parent- January 2021

The pastoral side is excellent, breakfast club, school council, feels safe and cared about.
Year 9 Parent- January 2021

Thank you for all the support and help, especially the ATL department
Year 9 Parent- January 2021

The school has done a fantastic job this lockdown, far better than other schools
Year 9 Parent- January 2021

Educational wise, the school is doing good
Year 11 parent- January 2021

Everyone was given a laptop to work from during the lockdown
Year 7 parent- January 2021

The school is doing well, I am happy with the teachers and staff. They are very kind and helpful.
Year 10 parent- January 2021

The school has always supported my child well
Year 11 parent- January 2021

The school is doing well, I am happy with the teachers and staff. They are very kind and helpful.
Year 10 parent- January 2021

School Day



Year 7/8/9			Year 10/11		
Period	Start time Monday & Friday	Start time Tuesday, Wednesday & Thursday	Period	Start time Monday & Friday	Start time Tuesday, Wednesday & Thursday
Advisory	8.45am	8.45am	Advisory	8.45am	8.45am
1	9.05am	9.05am	1	9.05am	9.05am
2	9.55am	9.55am	2	9.35am	9.35am
Break	10.45am	10.45am	3	10.45am	10.45am
3	11.05am	11.05am	Break	11.35am	11.35am
4	11.55am	11.55am	4	11.55am	11.45am
Lunch	12.45pm	12.45pm	5	12.45pm	12.45pm
5	1.20pm	1.20pm	Lunch	1.35pm	1.35pm
6	2.10pm	2.10pm	6	2.10pm	2.10pm
7	-----	3.00pm	7	----	3.00pm
End of school day	3.00pm	3.50pm	End of school day	3.00pm	3.50pm

Reasons to work with LEA

What we do to support Staff Welfare:

Small perks that make a *big* difference

- Free breakfast daily
- Free tea, coffee, fruits, biscuits for all staff throughout the day
- Free onsite gym for all staff
- Early finish on Fridays (3:20pm for teachers)
- Subsidised staff events (bowling/dinner), end of term staff celebrations (Christmas, Easter and end of year BBQ)
- Refreshments for twilight sessions
- Recognition with thank you cards, emails and announcements in staff briefing

Bigger benefits

- Small class sizes
- Only one weekly meeting for main scale teachers
- 37.5 hour working week
- Option to invite union rep or colleague to meetings to feel more comfortable
- Access to CPD based on career stage including Masters, NPQML etc.
- In house career progression and support
- Protected PPA time (Planning, Preparation and Assessment)
- Access to school psychologist
- Designated staff room for each faculty
- Admin and reprographics support
- Lower marking and lesson loadings
- Reduced data collection points from 5 to 3 per year
- Large team of pastoral staff for support
- Dedicated staff for SEN and EAL supports to Occupational Health
- Generous overtime rates



London Enterprise Academy Offer

London Enterprise Academy is able to provide our children with a phenomenal education because we employ the very best teachers and support staff who share our vision, values and behaviours. We want our employees to feel valued and offer a competitive package of benefits



National Terms and conditions

The LEA recognises National Terms and Conditions for both Teachers and support staff and annual pay awards are applied in line with national agreements



Trade Union Recognition

We strongly ensure employee relations is both positive and proactive by working effectively with Trade Unions that represent both Teachers and support staff



Teachers and LGPS Pension Schemes

Our staff are given to opportunity to contribute to the Teachers Pension Scheme (TPS) and Local Government Pension Scheme (LGPS)



Staff Development and CPD

We are committed to investing in people providing bespoke training and CPD. Our staff are encouraged and supported in career development. We offer staff opportunity to do Masters degrees and NPQ's



Well Being

Staff well-being is important to us so we offer various initiatives to promote mental and physical well-being such as free breakfast/tea/ coffee, staff residentials, weekly sports, state of the art gym as well as regular well-being meetings



Cycle to Work Scheme

As part of the Cycle to Work Scheme you can buy a bike and accessories up to £1000 and make a tax saving of up to 42% while staying fit and healthy



Family Friendly Policies

We offer an attractive entitlement for staff on maternity, paternity or planning adoption.



Discounted Gym Membership

The LEA offers discounts for staff wishing to join local or other UK gyms



Interest free travel to work loans

The LEA offers interest free loans for staff to purchase public transport season tickets to keep down the cost of travelling to and from work. We also support staff attaining local permit parking



Annual Flu Vaccinations

Annual Flu vaccinations are free to all staff



Reducing Workload

To reduce workload we have for example small class sizes, display & reprographics support, low lesson allocation than union recommendations and we pay generous overtime rates for revision classes



Job Advert



Business Manager

Closing Date: 14th November 2025

Job start: 1st January 2026

Interviews w/c 17th November 2025

Salary: £54k-£64k (based on experience)

Contract type: Full Time (37 hours, 52 weeks) – can consider job share

Contract term: Permanent

London Enterprise Academy is a Free School at the heart of London's vibrant East End. The Academy opened in September 2014 with year 7's only, in a former glass office block, which is fully renovated to a high standard. The Academy will grow to six hundred students aged 11-16 when fully operational and will provide a stimulating education and personalised curriculum within a supportive environment. All of our students will be encouraged to stretch themselves to achieve their potential.

At the heart of our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhance ambition in all its pupils. We aim to inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

We now have Year 7, 8, 9 and 10 pupils and are seeking a dynamic personality to be responsible for strategic planning including financial, personnel, health & safety, estate and lettings and to ensure that the school makes the best possible use of resources available.

Applicants with experience of working in the education sector are welcome as are those with a business background. The ability to lead a large, multi-disciplinary team is essential. The post-holder will be an active member of the Leadership Team of the school.

Potential candidates are encouraged to **visit our website** www.londonenterpriseacademy.org for application packs or call Zobeda Begum (PA to Principal) with any questions on **02074260746** or email Zobeda.Begum1@londonenterpriseacademy.org and visits can be made by contacting the school.

Closing date for applications: 14th November 2025

Interviews will be held during week commencing 17th November 2025

London Enterprise Academy is committed to safeguarding and promoting the welfare of all our students. All staff working within our academy are expected to share this commitment, complete statutory and additional safeguarding training and be familiar with our policies and procedures.

Job Description



School Business Manager

Line Manager: Principal
Full member of the Leadership Team
Grade: £54k - £64k (depending on experience)
Hours: 37 hours per week all year round

Strategic Role

1. To be responsible for strategic planning including financial, personnel, estate and community aspects to ensure that the school makes the best possible use of resources available.
2. To be responsible for Finance, Personnel Management, Estate Management, Community, Administration and all matters within the management of the school which are supportive to, but do not involve, the teaching function.
3. To be responsible for effective 'Risk Management', for example, in Health and Safety and in the management of any third party service contracts.
4. To be responsible for the strategic development of community activities, developing a lettings strategy and liaison with local residents.
5. To share with Leadership Team responsibility for Behaviour Management across the school, responding to calls for emergency back-up to staff and being on call in crisis situations.

Finance – Improving School Resource Management

1. To advise the Principal and Governors in financial policy, preparing appraisals for particular projects and for the development of a business plan (long term financial strategy) for the future development of the academy.
2. To prepare for approval by the Principal and Governors the annual estimates of income and expenditure. To obtain agreement of budgets, and to monitor accounts against budgets. To prepare monthly management accounts for budget holders and to report on the financial state of the school to the Governors.
3. To use financial management information, especially benchmarking tools, to identify areas of relative spend, assess trends and directly advise the Leadership Team accordingly.
4. To be responsible for the management of the school accounting function, ensuring its efficient operation according to agreed procedures, and to maintain those procedures by conducting at least an annual review.
5. To monitor all accounting procedures and resolve any problems, including:
 - (i) The ordering, processing and payment for all goods and services provided to the academy.
 - (ii) The operation of all bank accounts, ensuring that a full reconciliation is undertaken at least once per month.
 - (iii) Maintaining an Assets Register.
 - (iv) Preparation of invoices and collection of fees and other dues, taking legal action where necessary to recover bad debts.
6. To prepare the final accounts and to liaise with the Auditors. To provide detailed management accounts for the Governors and Principal according to an agreed schedule, reporting immediately any exceptional problems.
7. To be responsible for the provision of a comprehensive payroll service for all school staff, with operation of the various pension schemes and other deductions in which the academy participates working with payroll providers.
8. To prepare all financial returns for the DFE, LA, EFSA and other central and local government agencies within statutory deadlines.
9. To be responsible for dealing with the academy's rating assessment and VAT liabilities and advising on the financial implications of charitable status with respect to the current and any future tax legislation.
10. To maximise income generation within the ethos of the academy.
11. To be the point of contact with central and other agencies with regard to grant applications, gifts and other donations.

12. To negotiate, manage and monitor contracts, tenders and agreements for the provision of support services. To purchase, either directly or indirectly, the school's energy supplies.
13. To be responsible for the arrangements for school facilities including:
 - (i) catering;
 - (ii) bookings for school facilities;
 - (iii) provision of facilities for additional tuition out of school hours.
14. To be responsible for seeking professional advice on insurance and advising the Governors on the appropriate insurances for the school. Implementing the approved insurances and handling any claims that arise.

Human Resource Management

1. To be responsible with the Finance & Personnel Officer for general personnel matters and safeguarding, including the clearance of new staff – **DBS checks** medical checks, child protection and to issue contracts of employment. To give advice to Governors on the choice of external personnel advisers, assessment of salaries, expenses, sickness, maternity procedures, redundancy and other matters of dismissal. To maintain confidential staff records and to ensure that staff records held in the school by others are kept confidential.
2. To provide leadership and guidance for support staff, including direct line management responsibility where appropriate – administrative and clerical, financial, technicians, teaching assistants and learning mentors, premises, maintenance, ground staff and cleaners.
3. To be responsible for the recruitment, professional development, **performance management** and training of all support staff.
4. To be responsible for all staff contracts and co-ordinate the administration for teacher recruitment.
5. To advise the Governors on the policy needed to comply with legislation concerning employment protection, equal pay, sex discrimination, data protection etc. and the implementation of these policies in the school.
6. To formulate, monitor and implement the school's safety policy to comply with the requirements of Health and Safety at Work Act and other legislation.
7. To act as the school's Health and Safety Coordinator and Fire Officer.

Estate Management

1. To be responsible for the maintenance of the school site and the buildings, the preparation of maintenance schedules and the efficient operation of all facilities on the property. Also, for the installations and plants for lighting, heating, domestic hot water, cooking ventilation, water softening, energy conservation etc.
2. To acquire and dispose of land and buildings as authorised by the Principal and Governing Body. To be responsible for the management of capital projects to include the drawing up of outline specifications for new buildings, obtaining tenders, obtaining planning permission and liaison with building contractors and architects.
3. In co-operation with the Fire Service, be responsible for the installation and maintenance of equipment for protection against and escape from fire. To keep records of, and to initiate, regular fire practices and alarm tests. To ensure emergency procedures are current and timely.
4. To be responsible for the security of the school site.
5. To be responsible for the upkeep of land, drainage. To ensure the maintenance of boundaries, footpaths, roads and rights of way.
6. To purchase, repair and maintain all furniture and fittings.
7. To oversee action in relation to the main health and safety issues specific to the school and how they relate to students, staff, visitors and contractors.
8. To know what the elements of fire safety are and the associated risks to the school through the process of risk assessment and maintain the fire risk assessment.
9. To be responsible for the letting of the school premises to outside organisations and school staff, and for the development of all school facilities for out-of-school use, with particular reference to the local community.
10. To know about risk assessment tools and how to use them to establish hazards within the school and the associated risk involved.
11. To be aware of the importance of a disaster recovery plan and its place within the management procedures of the school.

Community Development

1. To co-ordinate the development of the school site to maximise income through community use.
2. To ensure that effective lines of communication between the school and local residents are maintained.
3. To report to the Governing Body on community Development.

Whole-School Administration

1. To manage the administrative function, including the administrative ICT facilities, school reception, reprographics, records and telephones.
2. To be responsible for the systems and general management of the school's administrative and financial computer network, the implementation of appropriate Management Information Systems and the full computerisation of the administration accounting and record system, including desktop publishing. To be System Manager for the administrative computer network (SIMS).
3. To act as correspondent for the Department for Education and to be responsible for the records and returns required in relation to finance, human resources and estate management matters and the Catholic education Service and the Archdiocese of Birmingham.
4. To be responsible for obtaining the necessary licenses and permissions and ensuring their relevance and timeliness.
5. To oversee school transport issues; to liaise with the coach companies and LA regarding home-to-school transport policy, to deal with problems on a day-to-day basis, for example pupil behaviour and notification of closure.
6. To maintain the whole school calendar.

LEA outdoor gardens – now completed



Area	Description	Criteria will be measured by:
Knowledge:	Knowledge and understanding of secondary education. Knowledge of finance. Understanding of Employment Law and procedures.	Application Form Interview
Skills and Abilities:	Ability to lead a multi-disciplinary team. Able to think strategically. Able to present and author management reports at Board level. Have the skills to manage teams. Patience.	Application Form Interview
Experience:	Experience in an education setting is desirable. Business experience in a similar role. Experience of working with young people. Understanding of Premises management and Health and Safety legislation. High level of computer skills.	Application Form References
Educational:	Degree, DBM or ADBM I or equivalent qualification or experience. GCSE in English and maths at Grade C or above.	Application Form Qualification checks
Special Requirements:	- This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A DBS check will be required prior to appointment. - The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	Application Form DBS Check

This post is subject to an enhanced DBS disclosure.

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 founder member of staff in a start-up academy, candidates 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.

October 2025



Contact us

For more information or to apply to London Enterprise Academy:

Please visit our website at www.londonenterpriseacademy.org

email us at info@londonenterpriseacademy.org

or telephone us on [020 7426 0746](tel:02074260746)

School address: [Aneurin Bevan House, 81-91 Commercial Road, London, E1 1RD](#)

"Staff at the school say that leaders take their well-being and workload into account. They feel well supported with their professional roles."

Ofsted, October 2024