

London Enterprise Academy



"Learning for Life"

**Teacher of
Performing Arts
(Drama)**

Recruitment Pack



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 September 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. The school has also carefully considered which subjects will best support pupils' future aspirations when planning the curriculum." **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 October 2024, Ofsted stated, "The school's effective actions mean that current pupils are rapidly improving their understanding within subjects and their ability to apply their knowledge".

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 up the standard for teachers who join us year after year.

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
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 instil in every child the beliefs, behaviours 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.

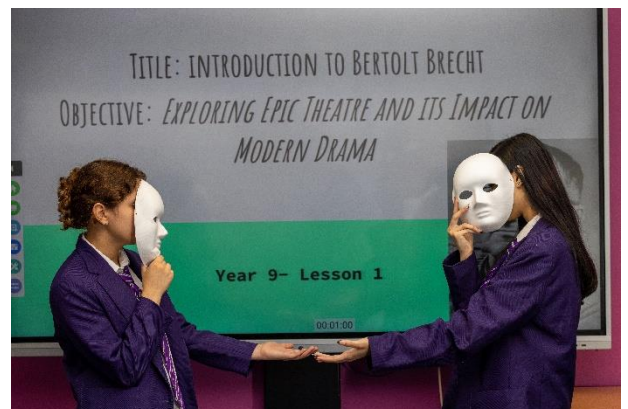
Central to our school's ethos is a student-centric and individualised learning approach designed to achieve personal success for each and every student, regardless of where their abilities lie. To fully equip our students as engaged citizens who will have the right skills to be active participants in 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 3.00 pm Monday & Friday, with **Enrichment** curriculum from 3.00pm to 3.50pm 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, IT, 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.

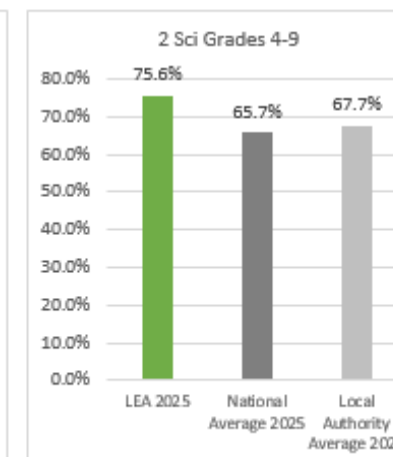
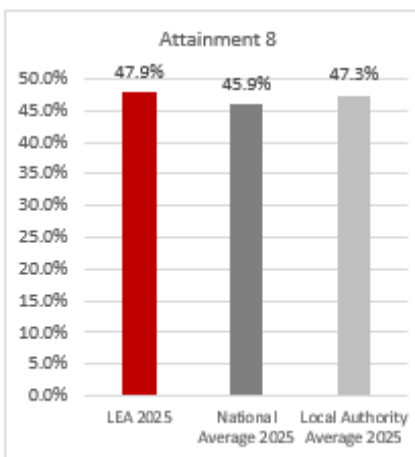
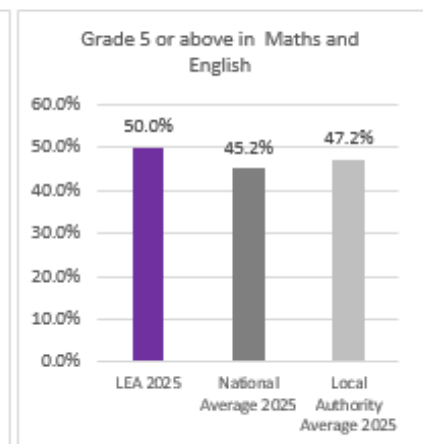
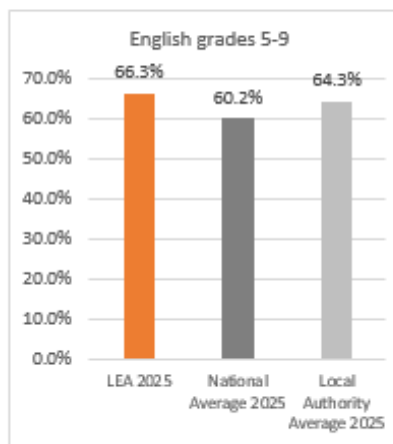
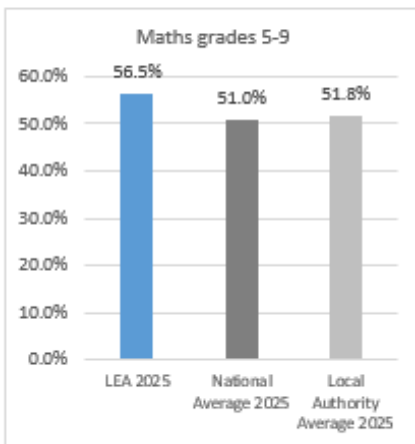
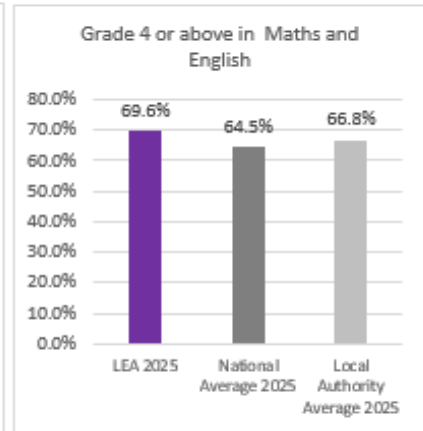
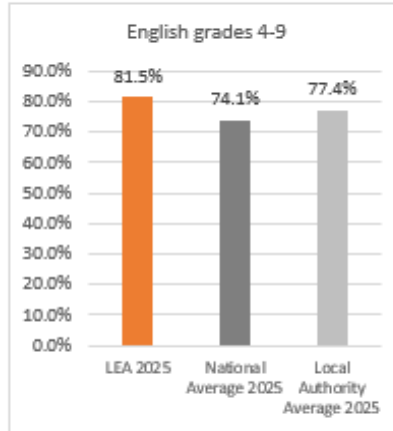
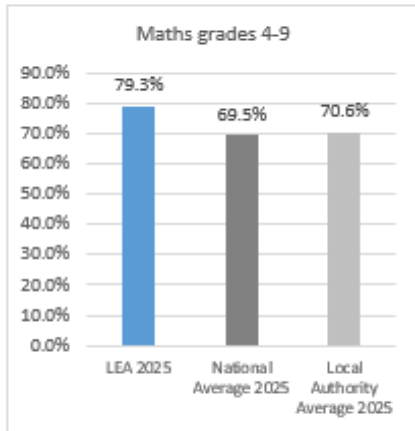
Our students are expected to take the following subjects:

- 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 2025

Our GCSE results are typical of Good and Outstanding Schools



Other KPI's

- EBACC Score above National Average
- Attendance is above National Average
- Exclusion below National Average
- Persistent Absence below National Average

“The school has designed a rich curriculum for all pupils which is based on the scope and ambition of the national curriculum.” 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		
Period	Monday & Friday	Tuesday, Wednesday & Thursday
Advisory	8.45 am	8.45 am
1	9.05 am	9.05 am
2	9.55 am	9.55 am
Break	10.45am	10.45 am
3	11.05am	11.05 am
4	11.55am	11.55 am
Lunch	12.45pm	12.45pm
5	1.20 pm	1.20 pm
6	2.10 pm	2.10 pm
7	-----	3.00 pm
School Finish Time	Mondays & Fridays 3pm	Tuesdays, Wednesdays & Thursdays 3.50pm

Year 10/11		
Period	Monday & Friday	Tuesday, Wednesday & Thursday
Advisory	8.45am	8.45 am
1	9.05am	9.05 am
2	9.55am	9.55 am
Break	10.45am	10.45 am
3	11.05am	11.05 am
4	11.55am	11.55 am
5	12.45pm	12.45 pm
Lunch	1.35pm	1.35 pm
6	2.10pm	2.10 pm
7	-----	3.00 pm
School Finish Time	Mondays & Fridays 3pm	Tuesdays, Wednesdays & Thursdays 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





Teacher of Performing Arts (Drama)

Closing Date: 18th May 2026

Job start: 1st September 2026

Interviews: W/C 18th May 2026

Salary: MPS/UPS

Contract type: Full Time Contract term: Permanent

We are seeking an outstanding, dedicated and innovative Teacher of Performing Arts with the ability to be a role model, lead a core subject team and empower others.

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 renovated to a high standard. We provide a stimulating education and personalised curriculum within a supportive environment. All of our students are encouraged to stretch themselves to achieve their potential.

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.

"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"

The successful candidate should be an outstanding practitioner, who is excited by the challenge of the Performing Arts department. You should be a problem solver, looking for opportunities to craft engaging explorations and discoveries from any aspect of school life.

We are looking for a teacher who has had the experience of teaching Performing Arts within the secondary setting and can offer a second subject. This post would equally suit either an experienced practitioner wanting a new challenge or a relatively new teacher wishing to work with a group of dynamic teachers as they develop their teaching skills in a small department in a small school.

The successful candidate for Teacher of Performing Arts will:

- Hold DfE Qualified Teacher Status, an undergraduate degree and preferably a postgraduate degree
- Be an outstanding practitioner who inspires pupils and have experience of teaching in a successful inner-city school
- Have a track record of successful learning, teaching and delivering results
- Have the ability to draw upon their professional background to demonstrate their ability to successfully teach up to GCSE
- Be creative in delivering a rigorous, academic curriculum
- Believe that every child can and will succeed
- Set high expectations for standards of teaching and learning and model good practice in Art/Drama
- Be flexible, collaborative and resilient
- Contribute to the whole life of the school through our extensive enrichment programme.

- Have the highest ambitions for your pupils, the department, the school and yourself

We will offer you:

- A happy and supportive working environment with high expectations and standards
- An opportunity to pioneer an exciting, academic curriculum
- A network of outstanding practitioners to collaborate with and learn from
- Leadership and management opportunities as the school grows
- Well behaved and respectful pupils
- A range of initiative to reduce workload and improve staff well-being

“Pupils have positive attitudes towards lessons. Pupils trust their teachers and know any problems will be settled quickly.”
OFSTED Oct 2024

Potential candidates are encouraged to **visit our website** www.londonenterpriseacademy.org for application packs or call with any questions on **02074260746** or email info@londonenterpriseacademy.org.

Visits can be made by contacting the school.

Closing date for applications: 18th May 2026

Interviews will be held on W/C 18th May 2026

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.



Teacher of Performing Arts (Drama) – Job Description



Closing Date: 18th May 2026

Job start: 1st September 2026

Interviews: W/C 18th May 2026

Salary: MPS/UPS

The Role

To support in the creation of a transformational school community by developing an enriching, exciting KS3 curriculum which leads to outstanding progress and attainment in your subject. To teach KS3 & KS4 students to an exceptional standard. To work closely with the Head of Department and other subject teachers to ensure consistently excellent teaching and high standards across your department.

Responsibilities

- Deliver 100% good and outstanding teaching within your department (with a focus on outstanding).
- Tracking, monitoring and accountability for the progress and attainment of students.
- To ensure marking and feedback for students work is of the highest standard across your department.
- Modelling exemplary practice in terms of managing difficult and challenging behaviour from students, and establishing a culture of high expectations.
- Take active part in enrichment classes and interventions.

Outcomes and Activities

Developing strong partnerships and ensuring regular and productive communication with parents

Teaching and Learning

- Teach outstanding lessons that motivate, inspire and accelerate student progress
- Implement and adhere to the academies behaviour management policy, ensuring the health and well-being of pupils is maintained at all times
- Participate in preparing pupils for external examinations
- Maintain regular and productive communication with pupils, parents and carers, to report on progress, sanctions and rewards and all other communications
- Keep abreast of any developments within their subject area

Curriculum setting and assessment

- Develop high quality schemes of work and lesson plans for all year groups, in line with National Curriculum and academy requirements, that are inspiring for learners and teachers alike
- Monitor and assess pupil progress
- Set regular, measurable and significant assessments for the students
- Maintain accurate pupil data that can be used to inform lesson planning and therefore make teaching more effective
- To produce/contribute to oral and written assessments, reports and references relating to individual and groups of pupils
- To ensure the regular setting and completion of high quality home work

Academy Culture

- Support the academies' values and ethos by contributing to high quality enrichment activities
- 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
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required
- To take on the role as an advisory tutor (form tutor) delivering advisory activities, providing support and monitoring pupils in your advisory group
- Vision aligned with LEA's high aspirations and high expectations of self and others

Other

- Raise the profile of languages
- Undertake other various responsibilities as directed by your Line Manager or Principal

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Teacher of Performing Arts (Drama) – Person Specification

ESSENTIAL	DESIRABLE
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified to at least degree level • Qualified to teach in the UK • Qualified to work in the UK • QTS or equivalent <p>Experience</p> <ul style="list-style-type: none"> • Appropriate experience as a teacher in a secondary school. • Ability to deliver consistently outstanding lessons to pupils of all ages and abilities. • Have created high quality lesson plans and schemes of work. • The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents. • The ability to contribute to the wider work of the school, including our work as tutors and other activities. • Committed to the personal professional development of self and of others. <p>Skills</p> <ul style="list-style-type: none"> • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Ability to plan, monitor, evaluate, review and lead by example. • Sound judgement and problem solving skills. • An ability and willingness to teach across more than one subject. <p>Motivation</p> <ul style="list-style-type: none"> • Willing to be fully engaged in the whole life of the academy including extra-curricular activities. • Committed to team work and working collaboratively with colleagues. • A clear vision of what you want to achieve with this department, which is aligned to LEA's core vision and values. 	<ul style="list-style-type: none"> • Art and Drama graduate • Further professional qualifications <ul style="list-style-type: none"> • Experience of having worked successfully in at least one outstanding school in an urban, multi-cultural setting, teaching pupils from disadvantaged backgrounds. • Conducting lesson observations as a tool for improvement. <ul style="list-style-type: none"> • An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence. • A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment. <ul style="list-style-type: none"> • Experience of leading successful enrichment and extra-curricular activities, which inspire and motivate learners.

<ul style="list-style-type: none"> • A commitment to the safeguarding and welfare of all pupils. <p>Attributes</p> <ul style="list-style-type: none"> • A clear passion for your subject. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • Genuine belief in the potential of every student. 	
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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.

May 2026



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**

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