

CANDIDATE INFORMATION PACK



CITY OF LONDON
ACADEMY
Highbury Grove

Evaluation Room (ER) Supervisor

CEO WELCOME

Dear Applicant,

I am delighted that you have chosen to apply for a post with the City of London Academies Trust.



COLAT is driven by the ambition to deliver exceptional educational outcomes for the young people we serve, combining the heritage and traditions of the City of London Corporation with a creative and effective approach to teaching and learning.

Our expectations are high for both our students and our staff and as such we work to three core values: integrity, professionalism and care. We demonstrate real care by insisting on the highest expectations of behaviour in every phase and setting. Our curriculum is regularly reviewed and updated to ensure that every young person is afforded the knowledge and skills they need to be successful. We promote and support excellent classroom pedagogy as well as ensuring we have common approaches to assessment and intervention. This is how we care for our young people and ensure that they achieve the highest possible outcomes and are able to counter the many aspects of disadvantage they, their families and our wider communities experience.

Our 'Foundations of Excellence', which run through all Trust schools, have been the framework for our sector-leading success so far. These core principles led to the City of London and COLAT previously being recognised as the best performing academy chain for progress and attainment of disadvantaged children ('Chain Effects', The Sutton Trust). This fuels our determination to continue to develop the work we do, while remaining focused on the ambitions for our schools and making a significant difference to children's lives.

In striving for excellence in all aspects of our work, we are acutely aware that this will only be achieved through hard-working and motivated staff. Our care for staff means that we invest in our people, allowing them to grow and achieve their career goals within the Trust or beyond. We are committed to providing first-rate training and development opportunities to all our staff, in addition to excellent career advancement opportunities within our growing Trust.

In the classroom, and around school, we expect the kind of exemplary behaviour that allows our staff to generate exceptional learning outcomes for our children. Being sponsored by the City of London Corporation also means our staff benefit by having access to a huge range of resources, events and exciting learning opportunities that other Trusts are simply not able to offer.

We are always looking for like-minded individuals to join us on our journey. Making the choice to work for COLAT means making the choice to be part of an evolving, ambitious and supportive Trust where you are valued, encouraged and can develop your specific talents, whatever they may be. We look forward to receiving your application.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'M. Emmerson', written over a light blue horizontal line.

Mark Emmerson
Chief Executive Officer

WHO WE ARE

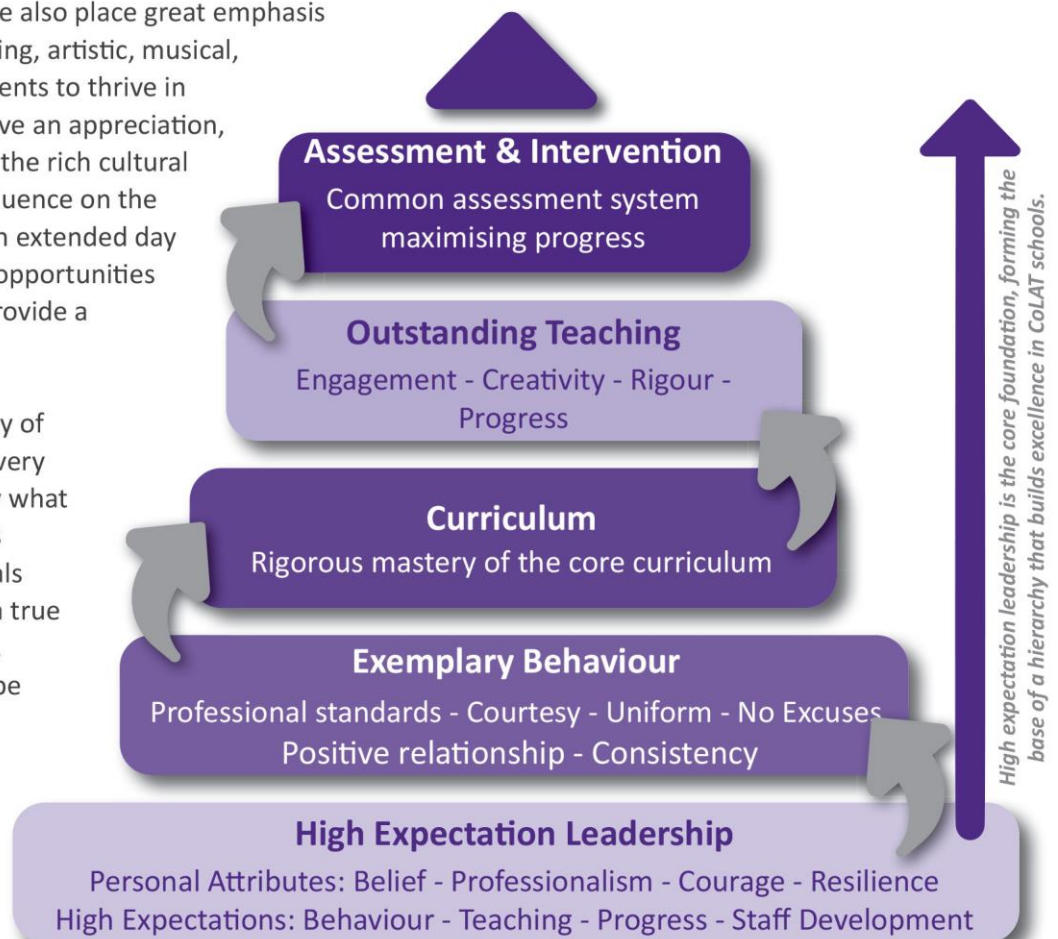
City of London Academies Trust operates schools in areas of significant disadvantage and believes strongly in the transformational nature of education.

We are unashamedly academic and unapologetically results driven because we recognise that strong SATs, GCSE and A level outcomes lead to increased life opportunities for our students. All our schools adopt a warm/strict approach, with every one of our School Leaders adhering to and aligning with our COLAT behaviour systems. Our simple, clear, and consistent routines, rituals and norms embed strong habits delivering exceptional student behaviour. In our schools, our teachers can teach, and students can learn, uninterrupted. We take great pride in curating an exceptionally positive learning environment and we obsessively guard against anything which may compromise our strong ethos and culture.

Our curriculum is knowledge rich. We believe in teaching 'powerful knowledge,' and educating our students on the 'best that's been thought and said' is crucial to giving them the best possible chance of success in life. More broadly, we find opportunities to elevate the curriculum to ensure our most able students can compete with their more privileged peers. Our curriculum is coherently and intelligently sequenced, with our Subject Improvement Leads working closely with Heads of Department to drive gains in learning and develop subject specific pedagogy. We are working on creating a standard curriculum in most of our subjects; this will help reduce teacher workload by taking away the production of high-quality resources and assessments, freeing up our expert teachers to grapple with the delivery of the content and focus on the learning.

Our teaching approach is influenced by the works of educationalists such as Doug Lemov. We are confident we know what works for schools in our specific context, and we have spent a long time codifying our approach, whilst also providing sufficient flexibility for our teachers to add their own unique personality and dynamism to their classrooms. Results are important to us, but we also place great emphasis on developing our students' sporting, artistic, musical, and linguistic talents. For our students to thrive in modern Britain, they must also have an appreciation, understanding and attachment to the rich cultural heritage of our country and its influence on the wider world. All our schools run an extended day to deliver an array of enrichment opportunities and super curricular sessions to provide a truly holistic education.

It is an exciting time to join the City of London Academies Trust, and we very much hope you will be inspired by what you learn about us. We are always excited to meet fellow professionals and there is no better way to get a true sense of a school's culture, values, and ethos than by visiting. We hope you take up this opportunity so you can see what life-changing opportunities our schools provide, and how integral our people are to this mission.



PROFESSIONAL DEVELOPMENT

We are committed to providing **individualised** and **impactful** professional development for every member of our COLAT community, and we offer a menu of talent pathways to support you at every stage in your career.

These pathways are research-based, designed for COLAT schools and delivered by experts from across the Trust. They provide Trust-wide training and networking opportunities to support you to achieve your career goals.

The Talent Pathway menu includes:

- **Aspiring to Middle Leadership: Leading a Department**
- **Aspiring to Middle Leadership: Leading a Year Group**
- **Aspiring to Middle Leadership: Leading a Operational Department**
- **Aspiring to Senior Leadership: Curriculum, Teaching and Learning**
- **Aspiring to Senior Leadership: Personal Development, Welfare and Behaviour**
- **Aspiring to Senior Leadership: Personal Development, Welfare and Management**
- **Aspiring to SEND Leadership**
- **Aspiring to Operational Functions Leadership**

If you are interested in one of our Talent Pathways, please do ask for more details during your school visit or interview.

EMPLOYEE BENEFITS

We invest in and support our staff by keeping their development a priority, and we are proud to have a range of benefits to ensure staff feel valued, including:

- **Teachers' or local government pension scheme with a generous contribution from the Trust**
 - **Occupational maternity and adoption pay following 26 weeks of continuous service**
 - **Generous annual leave entitlement**
 - **Sabbatical leave entitlement for up to one year (unpaid) after five years' continuous service**
 - **Cycle to work scheme**
 - **Corporate gym membership rates**
 - **Travelcard loan scheme**
 - **Annual training and development opportunities in addition to in-house staff development**
 - **Access to City of London housing allocation scheme**
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Headteachers Welcome

We know that only high calibre staff can rise to the challenge and contribute to the long-term objective, providing creative teaching, nurturing students' abilities, and showing ambition for their own career as well as the students'. In April 2021, Ofsted returned to Highbury Grove and the school was awarded a 'Good' rating, our report commenting that 'pupils feel happy and safe,' they 'look out for each other' and 'enjoy being part of a school community that is so diverse.' We continue to celebrate this diversity.

At Highbury Grove we are relentless in our pursuit of excellence because we know the difference it can make to the lives of our young people, their families and community. We believe that all students can thrive in their academic lives and become active contributors to their local, national and global communities, given the right environment.



We believe exceptional teachers create exceptional results; they transform lives and transform futures. They support every student to achieve their full potential and become a confident, resilient and compassionate individual who can make a positive contribution to society. We believe that exceptional teachers should be supported too, with all the opportunities needed to develop and achieve goals. Our most recent Ofsted report commented that 'staff are proud to work at the school. Leaders support them in their career development. They take account of staff workload and well-being.'

We're committed to providing first-rate training and development to all of our staff, as well as excellent career advancement opportunities within this evolving Trust. You'll find high expectations here too; we expect the kind of exemplary conduct from students that allows our teachers to do their jobs as effectively as they can.

This is an exciting time in the school's journey to re-establish itself as an excellent provider of high-quality education, and with the changes come opportunities. We have a clear and continued plan of improvement which requires staff who are energetic and have a desire to take on the challenge to ensure our school is the school of choice for our community. In joining our team you will play an instrumental role in school improvement as we strive to become 'outstanding' in every way.

City of London Academy Highbury Grove is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. An enhanced DBS check and satisfactory references are required for this post. CVs will not be accepted in place of an application form.

For further information about safer recruitment and pre-appointment checks, please refer to the Keeping Children Safe in Education guidance provided by the Department for Education.

Evaluation Room (ER) Supervisor

Job description

Post: Evaluation Room (ER) Supervisor

Accountable to: Vice Principal

Grade / Range: NJC Scale 5, SCP 12 to 15

Salary: Full time salary £34,359 to £35,892 - Actual salary £30,044 to £31,385

Working pattern: Term time only (39 weeks per year), full time (35 hours per week)

Contract: Permanent

Location: City of London Academy Highbury Grove

Disclosure level: Enhanced

Main Purpose:

To help raise standards by providing a complementary service to existing teachers; addressing the needs of children who need help to overcome barriers to learning both inside and outside school, in order to help them to achieve their full potential.

- To assist Senior and Middle Leaders and classroom teachers in maintaining high levels of conduct in and around school, including in lessons.
- To assist the SLT and Directors of Learning, in order to improve and monitor behaviour of students experiencing difficulty with various aspects of school life.
- To assist in offering guidance and advice for students experiencing difficulty with aspects of school life as well as their teachers.
- To work closely with families, carers and external agencies to optimise the conduct, learning and achievement of students.

Key Accountabilities

Students

- To manage pupils who have been placed in the "Evaluation Room" (issued with an internal suspension), providing relevant work and assistance with work when needed.
- Work with the pupils in the "Evaluation Room" to reflect on their behaviour, identify any possible triggers and support them to understand ways in which to improve this.
- To keep appropriate and accurate records of pupils who receive an internal suspension, using school systems, and when needed provide comparative reports on pupil data.
- To be a regular and effective presence around the school and to always uphold school expectations with regards conduct, punctuality and uniform.
- To follow a timetable, (including before school, lunchtime and after school duties) with appropriate flexibility, that supports students and teachers in the most effective way.
- To work with identified students who demonstrate:
 - Significant and consistent underachievement
 - Poor behaviour compared to peers
 - Failing motivation and/or confidence
 - Difficulty in concentrating and being focused
 - Poor attendance and/or punctuality

- Difficulty in relationships with peers or adults
- Where needed, to investigate incidents of poor behaviour around the school on a day to day basis, in line with school policy and to give support in conflict resolution with identified students.
- To liaise with SLT, Curriculum Leaders and Directors of Learning (and Heads of Year), regarding appropriate support and intervention, including detentions and internal suspensions.
- To identify those children who would benefit most from additional support and, working with others, draw up and implement an action plan for each student who needs particular support, (except where the student was already subject to an individually tailored plan).
- To work systematically through the Action Plan, informing teachers, Directors of Learning (and Heads of Year), and line manager, of progress and evaluating and updating the Action Plan regularly.
- To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To operate effective internal suspensions and referrals, at the request of line manager and SLT and work with students to reduce repeat incidents.
- To liaise effectively with colleagues, parents and carers and external agencies, as needed, to ensure students who are regularly referred or suspended improve their conduct.
- To be aware of the sensitive nature of student records and to deal with them with appropriate confidentiality

Other

- To attend Pastoral meetings as scheduled in the school calendar and where appropriate.
- To attend Parents Evenings for years 7-11, where necessary.
- To undertake training as required.
- To undertake other duties appropriate to the post following consultation with the Principal.

Safeguarding Children

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Evaluation Room (ER) Supervisor Person Specification

Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the COLAT Equalities policies.

	Essential	Desirable
Qualifications		
Degree in education or related field		✓
Professional qualification relating to support for the learning of young people e.g. teaching, guidance, social work.		✓
Experience, Skills and Knowledge		
A minimum of three years' experience of working with children of secondary age, either in a paid or voluntary capacity.	✓	
A minimum of one year's experience of effective working with students and supporting their learning needs.	✓	
Personal Qualities		
Effective oral and written communication skills, ability to communicate with a range of audience.	✓	
Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships with a wide range of contacts.	✓	
Good organisational and time management skills.	✓	

CITY OF LONDON ACADEMY Highbury Grove

Sound IT skills to maintain electronic information systems.	✓	
Ability to diffuse situations in a non-confrontational way.	✓	
Ability to obtain and verify information about children and young people's educational achievements and needs, and to develop a comprehensive profile of children and young people's educational achievements and needs.	✓	
Ability to enable children and young people to tackle problems and plan action to achieve their goals and aspirations.	✓	
Ability to enable children and young people to reflect on and learn from their actions	✓	
Ability to reflect with children and young people on their development and learning.	✓	
Ability to help children and young people to transfer their learning to other parts of their lives.	✓	
Ability to provide a good role model to young students.	✓	
Ability to identify and organise access to a range of other services.	✓	
Ability to monitor and assess young students' learning needs.	✓	
Ability to work in partnership with parents/carers and teachers.	✓	
Ability to use own initiative and work flexibly.	✓	
Empathy with young people facing barriers to their learning.	✓	
A commitment to helping young students achieve, through education and learning.	✓	
An understanding of and a genuine commitment to Equal Opportunities.	✓	
Credibility with staff and students	✓	
Advocate for young people	✓	
Willingness to be proactive and show initiative	✓	
Other		
Commitment to safeguarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks, including enhanced DBS Checks	✓	
Motivation to work with children and young people	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations	✓	

HOW TO COMPLETE THE APPLICATION

Vacancy Title: Evaluation Room (ER) Supervisor

Vacancy Description: Permanent

Vacancy Location COLA Highbury Grove

Vacancy Closing Date: 9 am Friday 27 February 2026

Submission Applications must be submitted via My New Term portal

It is essential that a fully completed application form is submitted. City of London Academies Trust cannot accept CVs alone. It is recommended that you retain a copy of your application form, so you can refer to it if you are invited for interview.

The main sections of the application form ask for various information relating to your work, educational and personal history. This information allows your application to be fully assessed against the criteria/competencies required for the job. When completing the application, you should provide your entire work history, including a description of any gaps in employment. In addition, outline your skills, qualifications and any notable awards. These can be selective, and you only need to provide those you consider relevant to the job you are applying for.

Your letter of application/supporting statements is the most significant element of the application form. Using no more than 1,000 words please provide an accompanying letter explaining why you are applying for this post and how your experience, skills, training and personal qualities match the requirements of the role as set out in the job description and person specification.

As part of your letter of application/supporting statement we are interested in knowing your impact so please provide relevant evidence. For instance, if you are seeking a pastoral role provide relevant data on the reduction of exclusions. If seeking a teacher role provide progress and attainment data of classes taught. If you do not meet all the essential criteria, it is unlikely that you will be shortlisted.

City of London Academies Trust asks that all potential employees highlight any relationships to school governors or employees to ensure all applicants are treated fairly.

For example, it may be inappropriate to offer someone a position within an organisation where they work for a family member or asking someone to take a position where they manage grants for voluntary services when their family works for a relevant voluntary organisation.

City of London Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks in line with Keeping Children Safe in Education, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from City of London Academies Trust vision and values.

Please provide details of two referees, one of whom should be your present/most recent employer. References will not be accepted from relatives or friends. References are requested for all shortlisted candidates unless you specifically request us not to do so. Open references will not be accepted.

This post is exempt from the Rehabilitation of Offenders Act 1974. If you are appointed, you will be required to complete a DBS check. Any information received from the DBS will be treated in the strictest confidence. Having a criminal record will not exclude you from appointment, unless it is considered that the conviction renders you unsuitable to work with children.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence if an individual who is disqualified from working with children knowingly applies for, offers to do, accepts or does any work with children.

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.



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