



Kensington  
Aldridge Academy



**Lead Learning Mentor  
Candidate Information Pack  
November 2017**

Dear Applicant,

Thank you for taking the time to find out more about Kensington Aldridge Academy (KAA). This pack is intended to give you information about this exciting role, our school's vision and ethos, and details of our sponsors and partners. Further background information is available in our Prospectus and Sixth Form Prospectus on our website.

KAA is a growing 11 – 18 academy situated in the heart of North Kensington. We opened in brand new buildings in 2014 and our facilities are second to none. In September 2017 we entered our fourth year of operation, and now have 960 students in Years 7, 8, 9, 10, 12 and 13 with us.

At KAA we are building a school which has the very highest standards – both in terms of academic teaching and life beyond the classroom. In July 2014 the Department of Education reported we are “*one of the best new academies they had ever seen*” in terms of our planning and curriculum development. In November of that year we were inspected by Miriam Rosen, for HMCI, who wrote “*the academy has made a remarkable start and is already securing highly positive outcomes for students.*” We look forward to our first full Ofsted inspection in due course and aim to achieve ‘outstanding’ in all areas.

Staff at KAA 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 into the Sixth Form and to progress to university. We work closely with our four education partners, Godolphin & Latymer, Charterhouse, LAMDA and the Royal Academy of Dance to achieve this vision, and to give students access to a level of expertise rarely seen in the state sector.

In addition to offering a broad academic curriculum, KAA places particular emphasis on the development of entrepreneurship and the performing and creative arts. Like all Aldridge Foundation schools, entrepreneurship at KAA is about giving students the attributes, ambition and drive to become the business and social entrepreneurs of the future. We will develop students who have a passion for learning and enquiry and the maturity to self-direct their studies, take control of their own futures and make a real difference to the communities they work and live in. As a performing and creative arts specialist academy, we have a commitment to excellence in art, design technology, music, drama, and dance, and we aim to cultivate a broad range of talents in all our students.

This important role represents a unique opportunity to join a new academy with the highest expectations for students and staff, and to help shape the continued growth and expansion of our school over the coming years. The school is now at an exciting stage of its development, having secured an excellent first set of AS results in August 2017 and now moving towards our first A2 and GCSE results in the coming two years. We are looking for talented and committed people who can help build on the excellent start we have made.

As Principal there is no greater priority for me than the recruitment and development of staff. At KAA we are working to build an exceptional school and to do that, of course, we need an exceptional staff team. I understand that I will be asking a lot from the staff, but in return I can promise extensive support and development opportunities, and the space to extend your skills which would be hard to find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form that can be found online at [www.kaa.org.uk](http://www.kaa.org.uk) and return it via e-mail to Lavinia Baboi at [recruitment@kaa.org.uk](mailto:recruitment@kaa.org.uk). Information on deadlines is contained on our website. If you have any queries please contact Lavinia or, if you would like to speak with me directly, please call on 0207 313 5800.

I look forward to receiving your application.

David Benson

## **Job Title – Lead Learning Mentor**

**Report to:** Head of Learning Support

**Start date:** January 2018

### **The Role**

- You will lead, manage and develop the Academy's specialist learning mentor service that bridges learning and pastoral support in order to remove barriers to learning and promote academic achievement.
- You will be responsible for timetabling learning mentor resources, allocation of student case load and monitoring the impact and quality of mentoring provisions.
- You will develop and maintain systems for tracking progress and monitoring performance of mentoring provisions.
- You will ensure that the Learning Mentor service is integrated within school systems and structures and develop policy and good practice in line with existing whole school policy.
- You will be responsible for maintaining the Learning Mentor support base.
- You will lead and coordinate the whole school student referral system.
- You will develop and maintain effective and supportive mentoring relationships with a case load of students in order to support their behaviour, social and/or emotional barriers.
- You will provide timetabled support and guidance to SEN students with complex support requirements or for those who are disengaged with their learning or struggling to cope at school.
- You will act as a specialist to advance student's learning in a range of classroom settings, while providing ongoing support outside the classroom through 1-1 and group sessions and specialist enrichment programmes.
- You will use behaviour management strategies effectively and in line with the school's policy and procedures, and fully contribute to a professional and purposeful learning environment.
- You will promote the inclusion of all students ensuring that they have equal access to opportunities to learn and develop.
- You will take a lead role liaising with an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of provisions for students.
- You will take a lead role in developing specific targeted interventions as required by the Academy.
- You will provide advice and training to all staff on issues relating to behaviour, social and emotional barriers to learning.

### **Key Responsibilities**

*Supportive mentoring relationships:*

- To provide a mentoring service throughout the school that enhances and extends existing provisions in order to support learning, participation and encourage social inclusion.
- To manage and be responsible for a caseload of individual mentees especially those with the most complex and challenging needs.
- Innovate and deliver effective, alternative provisions to raise motivation, aspirations and develop positive behaviours. Review support and progress with the mentees.
- Act as the lead focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break up, loss, bereavement, friendships and illness.
- Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of exclusion and early criminal behaviour.
- Be responsible for clear communication with teachers, support staff, families and professionals in order to promote the effective use of specific behaviour management strategies for complex students.
- To assist staff in identifying pupils showing early signs of disengagement and those who would benefit from mentoring help to overcome barriers to learning.

- To assess underlying reasons for disengagement and compile a comprehensive profile that takes into account social, emotional and educational needs.
- To contribute to the comprehensive assessment of children and young people entering or returning to school and the review of their progress and achievements.
- To support learning and personal development through one to one mentoring and other supportive relationships.
- To develop individual and group mentoring programmes which provide a range of strategies that will motivate, challenge and empower further learning and ensure students make positive changes.
- To develop, agree and implement a time bound action plan with groups and individual pupils and those involved with them based on a comprehensive assessment of strengths and needs and to maintain accurate records of work for each identified pupil.
- Support students to manage transitions in their lives.
- Respond to the needs of pupils who have experienced trauma referring to external provisions where necessary.

#### *Supporting learning and inclusion:*

- Be responsible for ensuring continuity of support for identified pupils throughout the transfer process by liaising with key staff in forwarding and feeder schools and Director of Learning.
- Provide significant contribution to the school's extended services by developing a range of additional activities, clubs and programmes, which support educational opportunities, active participation, welfare and personal development.
- Monitor and evaluate the effectiveness of planned activities and the level of participation of those who take part in the programmes.
- Work with Directors of Learning to develop and implement strategies to improve attendance and other pastoral concerns.
- Supporting students who are educated offsite and the reintegration of pupils who have been excluded from learning.
- Promote inclusion, equality, participation and the rights of children and young people and participate in decisions that affect their lives.
- To support children and young people's successful transfer between educational establishments and at key stages in their learning. Ensure good liaison with relevant schools. Support new and midterm entrants.
- To deliver additional and alternative interventions and activities that support Pupil Premium outcomes, builds self-esteem and encourages learning and social participation.
- Develop targeted pastoral interventions for improving attendance and behaviour as directed by the Academy Assessment Hub.
- To contribute to the comprehensive assessment of children and young people entering or returning to school and the review of their progress and achievements.
- Manage the Academy's restorative approach to facilitate restorative conversations between students during times of conflict and after major incidents.

#### *Working in partnership*

- Within the school's performance management procedures, contribute to the assessment of own and others contribution to the school, set targets and support the monitoring of performance.
- Meet regularly with learning mentors to discuss case load of identified pupils and other LM activities, providing support guidance and supervision to develop competencies.
- Working with the DoLs act as point of call for parents and carers. Develop a wide range of approaches to help them support their children's learning, positive behaviour, attendance and wellbeing. Facilitate links between parents and external services.
- Take responsibility for liaising closely with senior staff about safeguarding, child protection and identifying risk harm indicators. Keep relevant staff informed and contribute to joint decision making.
- Ensure your role is clearly understood by staff, parents and relevant agencies and produce materials to support their understanding.

- Use briefings and bulletins to all staff in school to ensure they understand and support the strategies being used by the Learning Mentor department to develop pupils' skills for engaging in learning and positive behaviours.
- To develop and maintain appropriate contact with the families and carers of children and young people who have identified needs and to keep them informed about the pupil's needs and progress, and to secure positive family support for the pupil.
- To contribute to the safeguarding and protection of children and young people from abuse
- Act as lead specialist for accessing a range of community based programmes and specialist external support. Work within the established systems within the school in order to facilitate access to specialist support services for pupils' with barriers to learning.
- Provide regular feedback to relevant staff, professionals and parents. As directed, provide clear evidence and reports to inform common assessment framework and child protection cases.
- To meet regularly with the designated line manager to discuss case load of identified pupils and other LM activities, make use of advice and supervision to develop competencies.

#### *Other support*

- Provide advice and contribute to specialist training programmes for all staff on social and emotional aspects of care, guidance and behaviour management.
- To contribute to Annual Reviews, Pastoral Support Plans and other reporting to outside stakeholders as required
- To complete the administrative duties relevant to the role of Lead Learning Mentor; including planning, record keeping, data entry and reports.
- To supervise students in playgrounds, lunchrooms and lunch clubs.
- To support the Academy Improvement Plan by providing evidence demonstrating how the Learning Mentor provision supports the plan.
- Develop the Learning Mentor department improvement plan in conjunction with the Learning Support department improvement plan.
- To maintain student and family confidentiality.
- To attend regular meetings and training, as required, and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision.
- Where required, to cover for absent colleagues and ensure the school runs smoothly
- To undertake other reasonable duties as directed by Line Manager/SLT.

#### *Academy Culture*

- Support the Academy's values and ethos by contributing to the development and implementation of policies, practices and procedures.
- 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
- Vision aligned with KAA's high aspirations and high expectations of self and other.

## Person Specification

ESSENTIAL	DESIRABLE
<p><i>Qualifications</i></p> <ul style="list-style-type: none"> <li>• Qualified to work in the UK</li> <li>• GCSE (A-C) / including English and Maths</li> <li>• Appropriate Level 3 qualification with an academic or related focus (a-level, NVQ etc.)</li> </ul> <p><i>Experience</i></p> <ul style="list-style-type: none"> <li>• Recent and extensive experience of leading a mentoring provision for young people in an educational establishment for a minimum of 3 years.</li> <li>• Working and collaborating with outside agencies and contributing to a multi-agency approach towards specific students.</li> <li>• Experience contributing to the management of a team.</li> <li>• Experience of supporting colleagues to set up short term action plans for individual pupils and supporting the mentor and pupil in achieving these targets.</li> <li>• Experience of enacting and advocating solution-focussed or restorative approaches to behaviour with young people.</li> <li>• Experience working with individuals with ASD and wider SEN needs such as SEMH and ADHD.</li> <li>• Experience of leading successful enrichment and extra-curricular activities, which inspire and motivate learners.</li> </ul> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Knowledge of school organisation. Ability to develop policies and integrate Learning Mentor programme within school systems and structures</li> <li>• Knows extensive strategies for establishing and developing effective one-to-one mentoring and other supportive relationships with Secondary pupils.</li> <li>• A detailed knowledge of social, emotional and learning development, an understanding of the contributions family, social networks and community make to development</li> <li>• Some specialist knowledge in specific areas e.g. multi agency links, transition and mobility, life skills, pupils with challenging behaviour, supporting parents, restorative practices.</li> <li>• A sound knowledge of how children learn and of strategies to motivate children who are disaffected or who are experiencing barriers to learning.</li> <li>• Excellent knowledge of what transition means and how to support children and young people through changes in their lives.</li> <li>• Knowledge and understanding of performance management processes.</li> <li>• Understands the different ways in which children and young people can be harmed; knowledge of relevant legislation concerning Child Protection.</li> </ul> <p><i>Abilities</i></p> <ul style="list-style-type: none"> <li>• Ability to design and deliver whole school training and mentoring staff induction.</li> <li>• Ability to exercise initiative, works independently and flexibly and can take responsibility for managing support programmes for highly complex cases.</li> <li>• Ability to initiate and motivate collaborative projects by bringing new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications relating the role of learning mentor</li> <li>• Qualified to degree level</li> </ul>

- The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents.
- Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation
- Ability to be resilient and flexible and to try different approaches with children whose needs may be very different.
- The ability to develop positive working relationships with all young people.
- Ability to plan, monitor, evaluate and review all interventions with students
- Ability to use good listening and counselling skills while keeping mentoring relationship structured and focused; ability to give constructive feedback

### *Skills*

- An effective and confident leadership style and the ability to organise, lead and motivate a team.
- A positive and proactive attitude, the commitment and drive to grow and develop a department from scratch and to maintain the highest professional standards.
- Effective coaching and mentoring skills for both adults and pupils.
- The ability to tackle complex issues with empathy and understanding.
- Excellent behaviour management skills. Maintains authority when running group activities and is confident in dealing with the unexpected, with energy and enthusiasm.
- Excellent written communication skills, a professional and clear written style.
- Highly developed ICT skills; the ability to use Outlook, Excel, Word, PowerPoint with a high level of proficiency.
- Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff, parents and other professionals.
- Well-developed planning & organising skills including time management, prioritisation, delegation and administration.
- Can plan and innovate individual and group programmes to support skills for learning, positive behaviour, social and emotional development and healthy life styles
- Values and respects the views and perceptions of young people and knows how to respond appropriately to what they are communicating.
- Is imaginative in developing alternative strategies to motivate and raise self-esteem; can change attitudes and horizons by offering new perspectives

### *Motivation*

- Is highly focussed on the purpose of the role; able to take ownership and responsibility for decisions and resolving issues.
- Willing to be fully engaged in the whole life of the school including extra-curricular activities.
- Committed to the personal professional development of themselves and of others.
- Committed to team work and working collaboratively with colleagues.
- A clear vision of what you want your students to achieve, which is aligned to KAA core vision and values.
- A commitment to the safeguarding and welfare of all pupils.
- Passionate about children and young people's ability to change and in supporting them to make positive choices

## Attributes

- Ability to handle difficult situations with sensitivity and confidentiality and to be non-confrontational.
- Ability to exercise initiative, work independently.
- Ability to manage the different components of the role, managing staff, pupil caseload, delivering a programme of activities, parents and multi-agency working.
- High level of communication skills. Knows how to record and present information in an easily understandable way. Understands the difference between observation, facts and opinion
- 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.
- An entrepreneurial attitude.
- Genuine belief in the potential of every student.

This post is subject to an enhanced DBS disclosure and 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 member of staff in a start-up academy, Teachers 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.

# Kensington Aldridge Academy

## Culture & Ethos

One of the distinctive aspects of being a start-up school is that you can define your culture from day one and set the bar sky high. When we opened KAA we had no existing population of students and teachers who were set in their ways – instead we set out our expectations clearly at the start and, because they were followed up with a consistently great ‘offer’, these expectations have been met. So, when we say that at KAA we walk on the left, or stand up when a visitor enters the room, or love homework, or all attend enrichment, then students comply with this (why wouldn’t they?).

As such, our school culture is extremely strong and students and staff alike feel proud to be part of the academy. Students and their immense potential are at the heart of the work we do.

We believe:

- Every child has the potential to excel
- It is through hard work and discipline that success is achieved
- Outstanding teachers, willing to do whatever it takes, can transform pupils' lives
- We are all learners, and as teachers we must model the learning behaviour we ask of students
- School should be a caring, safe place where pupils are happy
- Our pupils’ parents are our most important partners

## Teaching and Learning

Teaching and Learning is the core business of any school. All aspects of school life - attainment, progress, behaviour, ethos, attendance - flow from outstanding classroom teaching and, because of this, the classroom experience of students is our main concern. Our top priority is to ensure that students have a consistent diet of excellent lessons each day.

At KAA we are developing a model for teaching and learning that is of a national standard. Our approach is to treat **all** learners as intelligent individuals, irrespective of their prior attainment, and to support them all to go on to achieve the very best results. We work hard to ensure this model of teaching is widely understood and consistently implemented across the academy, and that is continually refined and improved as the school develops.

There are **three main aspects** to our approach to **teaching and learning**:

**The Teaching and Learning Handbook:** This is more than just a teaching and learning policy that sits on the shelf, or, even worse, a few pages in the staff handbook that sets out expectations for lesson planning and offers a few templates. This is a developmental document; a research based handbook that provides clear guidelines on how to plan and deliver lessons. Our teaching and learning handbook is the central policy of the school – our ‘bible’ – and the basis of our on-going programmes of staff training and lesson observation. Candidates can request an electronic copy to review in advance from [m.rieder@kaa.org.uk](mailto:m.rieder@kaa.org.uk).

Our handbook is not overly prescriptive or formulaic; instead it provides teachers with a helpful framework to guide their thinking about short, medium and long-term planning; questioning; discussion; group work; literacy; extended writing; and many other aspects of classroom practice. Within this framework they can develop their own lessons and activities to suit their style and subject.

**High-quality staff training:** One of our mantras at KAA is, ‘*we learn best when we learn together*’. For us, staff training is something which is relevant to all, not just new staff and NQTs. We don’t just reserve training for INSET days – we have an on-going programme of twilight sessions that take place during most weeks of the year. The majority of our training sees our own staff training each other on their areas of expertise. It is grounded in the T&L model – we take ideas from the handbook and illustrate them through training.

Where appropriate, we partner with external training providers. In-house training draws heavily on our archive of video recordings of lessons - we have invested in technology to allow teachers to record ‘model’ lessons (although it’s often even more useful to show colleagues less successful lessons, assuming you’re brave enough!). Most importantly, our training is mapped out well in advance, and linked to the overall academy improvement plan. We never make up sessions on the hoof, but always use lesson observation and other monitoring and evaluative tools to establish which aspect of the model needs refinement, and then use training to address this. In short, our on-going, high quality staff training programme inspires and motivates staff, and in time we expect to gain teaching school status and conduct school improvement work with other schools in the borough and beyond.

**Lesson observation:** We adopt a radical approach to lesson observation that places observing to learn at the heart of staff development. For us, observation is a formative tool and part of a teacher’s entitlement to professional development; it is not a performance management exercise. It is expected that all our teachers will be involved in the academy lesson observation cycle, viewing the process as a powerful form of training. As part of their induction into the academy, all teachers will be trained in lesson observation and giving constructive feedback. We operate an open, non-hierarchical approach to lesson observation, in which people request to observe and be observed. It is expected that as lead professionals, members of SLT will be observed just as much as the rest of the teaching staff.

This extensive lesson observation process helps in two ways:

- i. Good ideas will spread quickly around the system, as teachers replicate the best techniques that they see in each other’s classrooms
- ii. A culture will be created in which teachers are open to feedback and not defensive about their practice. They will understand that we are all still learning and no one has ever ‘arrived’ as a teacher

As staff we understand how central teaching and learning is to the work of the school. As such, there are three questions will are the hallmark of a KAA teacher:

- How do my students feel when they line up outside my classroom?
- Is my lesson worth behaving for?
- How could I have taught that lesson better?

We aim for the highest standards in everything we do, but two areas of particular focus for us are **developing Entrepreneurial Attributes** and the **Performing and Creative Arts**.

## Entrepreneurship

Universities and employers often say that too many students leave secondary school without the skills required for further study or success in the work place. No one will say this about KAA students. Like all Aldridge Academies, we develop the entrepreneurial attributes of teamwork, problem solving, creativity, risk taking, passion and determination in our students, giving them the confidence and ability to take control of their own futures. This is what entrepreneurship means to us – young people developing an entrepreneurial mind-set which strives to solve problems rather than accepting the status quo, continually challenging the way things are rather than believing they should always remain the same. In our academy, these attributes are embedded in classroom practice across the curriculum as well as determining the way the academy is led and managed.

Pupils develop an entrepreneurial mind-set principally through the teaching of academic subjects, but also as a result of participation in enrichment clubs, Kensington Creates and the wider school culture. In lessons, KAA students are not passengers, seeing their role as passively committing to memory the information their teachers give them. Instead, students are constantly challenged to extend their thinking, and encouraged to develop their own passion for learning and enquiry. They are creative, resilient learners, who see problems as puzzles to be solved and mistakes as opportunities to improve. We believe the best teachers have always encouraged these qualities in their students. Beyond the classroom there are many, varied ways to develop entrepreneurial skills: community action projects, the house system, competitions, visiting speakers, PSHE, and visits to universities and employers.

## Performing and Creative Arts

As a performing and creative arts specialist academy we invest in the resources to attract the very best teachers of these subjects. We have a commitment to excellence in art, music, drama, performing arts and design technology, and aim to cultivate a broad range of talents in our students. Specific benefits of a strong arts education include the opportunity for students to acquire:

- Self-expression/communication
- Self-discipline
- Creativity
- Teamwork
- Self-confidence

The academy's education advisory partners, the London Academy of Music and Dramatic Art and the Royal Academy of Dance, are supporting the development of our curriculum in these areas, giving our students access to a level of expertise that is unusual in state education.

## Our Sponsors

### Lead Sponsor - The Aldridge Foundation

The Aldridge Foundation is an educational charity founded by Sir Rod Aldridge OBE to help young people to reach their potential and improve their communities. To achieve this the Foundation sponsors non-selective community schools (as separate Charitable Trusts or as part of a Multi Academy Trust, Aldridge Education).

The Aldridge Foundation's vision is of a more successful society where young people, irrespective of their background, have the essential skills and entrepreneurial qualities they need to take control of their own lives and contribute to the community around them.

The Aldridge Foundation's goal is that, by the age of 25, all Aldridge graduates will have experienced an outstanding and enjoyable education and be able to sustain the life of their choice. They will be independent, thriving economically and making a real, positive contribution to their communities.

Their belief is that by introducing young people to, and helping develop in them, the core attributes of entrepreneurship, they can provide context and relevance to their learning, foster creativity, resilience, determination and self-reliance. These characteristics lead to the acquisition of further vital skills for adult life.

In academies sponsored by the Aldridge Foundation entrepreneurship provides context for the learning of core subjects and should be integrated into all areas of academy life. The Aldridge Foundation focuses on the development of entrepreneurial qualities, rather than only teaching business skills. These qualities include passion, determination, risk-taking, problem-solving, teamwork and creativity. Aldridge Foundation academies can also add additional qualities to this core list.

The Foundation and its Academies also work in partnership with local individuals and organisations (charitable, voluntary, commercial, public sector) to develop each Academy as a civic and community asset. Aldridge Foundation Academies are non-selective, free and there are no entrance examinations. Where practical, admissions processes are based on the existing local authority system.

### Co-Sponsor – The Royal Borough of Kensington and Chelsea

We are part of another successful family of schools, the Local Education Authority of Kensington and Chelsea, who are our co-sponsors. Kensington and Chelsea are an extremely successful local education authority - some key headlines at secondary level are:

- All KC secondary schools are currently graded 'good' or 'outstanding' by Ofsted.
- In KC secondary schools 80% of students achieved 5+ GCSEs grades A\*- C - **which was 2nd nationally (to the Isles of Scilly) of 150 authorities in the UK, and first in London.**
- 75% of A Level papers were graded A\*- B in KC schools (compared with just 53% nationally).  
53% of KC students progressed to higher education, compared to 48% nationally – or 300 students (latest published data).

We intend to build on the success of Kensington and Chelsea primary schools, to ensure the significant proportion of our students who arrive with high attainment in Key Stage 2 hit the ground running in Year 7.

The Royal Borough has invested £16 million in the project to assist with the building of the academy, and are also funding a dedicated autism unit within the school, with provision for up to four students each year.

## Our Partners

We are lucky enough to be partnered with four elite educational institutions, all of whom are committed to working with our staff and students to realise the full potential of the academy.

Our partners are enhancing our curriculum at KAA and offering students and staff experiences and opportunities that are rarely, if ever, seen in the state sector.

They are:

- Godolphin & Latymer Girls School in Hammersmith
- Charterhouse school in Godalming
- The London Academy of Music and Dramatic Arts (LAMDA)
- The Royal Academy of Dance (RAD)

Our partnerships are evolving and, like all things, it is the **teachers who work at KAA** who really bring them to life. Some specific examples of the partnership work we do with our education partners is below:

- All curriculum leaders at KAA are partnered with a curriculum leader at Charterhouse and Godolphin & Latymer, to support the development of the KS3, 4 and 5 curriculum in their subject. One of the great advantages of KAA is that we opened at the same time as the new national curriculum and new GCSE and A-Level examination systems were launched. This gave our subject leaders the opportunity to align our curriculum with the requirements of the new system from the very beginning of the school. For example, we have a first rate model of 'No-Levels' assessment in KS3, and have engaged closely with the new specifications for GCSE and A-Level. Having the space to think through our curriculum from first principles is an exciting intellectual challenge and Godolphin and Charterhouse are adding real rigour and ambition to our curriculum planning.
- We are working closely with both Godolphin and Charterhouse at Sixth Form and there are both student and staff aspects to this.
- Regular student trips to Godolphin and Charterhouse for sport, music, debating etc.
- We are one of a small group of schools piloting the LAMDA Schools Award, a national qualification in public speaking, which carries UCAS points, which all KAA students will take at the end of KS3.

## Facilities

The academy is a locally run, non-selective, co-educational state school for the local community in North Kensington. We are very proud to have opened in a brand new building that provides students with a world-class learning environment.

Distinctive features of our building include:

- A professional theatre
- Our own sports hall and dance studio
- A safe, enclosed rooftop football / sports pitch
- Specialist performing and creative arts classrooms for drama, art and performing arts
- Two music rooms and a professional recording studio
- State of the art design technology rooms, including Graphics, Resistant Materials, Food Technology and Textiles
- Flexible IT spaces – giving students safe access to the right technologies
- Three libraries
- Spaces for students to present and exhibit their creative/practical work to develop entrepreneurial attributes in an authentic context
- Access to the brand new Kensington Leisure Centre and swimming pool next door to the academy
- Through the 'Creates' area located within the academy, office and other facilities will be available to local entrepreneurs to use as a start-up business facility. These individuals will add value to the students' entrepreneurial education by bringing their expertise to the academy particularly in the areas of creative and performing arts.

**We are extremely fortunate to have these facilities and will put them to the service of our students. However, we know the building alone is not the answer; it is the school's values, our strong ethos, and our focus on curriculum, assessment and teaching and learning that will be the keys to our success.**

## A commitment to equal opportunities

KAA is committed to eliminating discrimination and encouraging diversity amongst our employees. Our aim is that our workforce will be truly representative of all sections of society and the community and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.

## **Staff benefits**

- Discounted membership of the brand new Kensington Leisure Centre.
- Significant professional development opportunities through our own training programme, our partners and the professional networks we train with (Princes Teaching Institute, Uncommon Schools, ARK Schools).
- Two week half term in October.
- Chance to lead the creation of an outstanding school.

## **Terms and conditions**

The school governors are keen to ensure that staff remuneration is always competitive and that staff are fairly rewarded for their commitment and excellent performance in line with the academy's pay policy. We want to compete for the best staff and offer attractive pay and conditions and career development opportunities to do so. Salaries will be based on experience, qualifications, and the scope of job and the level of responsibilities. We operate our own terms and conditions, which broadly mirror national pay and conditions. Some key differences are:

- We have 10 staff training days each year not 5. This means we operate a 39 week year: 37 teaching weeks and 2 weeks planning and preparation with significant focus on CPD.
- We have a two week half term in October.
- The school day will be from 8 am to 5 pm Monday to Thursday (including significant planning and preparation time and professional development).
- On Friday the working day will finish at 3.30 pm.

## **Our location**

Situated in the heart of North Kensington, Kensington Aldridge Academy is positioned in one of the most exciting and sought after parts of London. With Portobello Road, home to the famous Portobello Road Market, close by; there are plenty of bars, restaurants, shops and pubs to choose from. We have excellent transport links: just three minutes from Ladbroke Grove tube station, and within easy walking distance of Holland Park and Notting Hill stations, and many local bus routes.

## **Response**

We very much regret that we are only able to inform short listed candidates of the outcome of their application.

If you do not hear from us within four weeks of the closing date, please assume that you have been unsuccessful on this occasion. We would like to assure you, however, that every application we receive is considered in detail and a shortlist only drawn up after careful reference to a detailed person specification.

If therefore, your application is not successful, we hope that you will not be discouraged and will still apply for other suitable vacancies at Kensington Aldridge Academy as and when they are advertised.

# **BIOGRAPHIES**

## **David Benson – Principal**

David is Principal of Kensington Aldridge Academy. He was appointed in March 2013, and has been in post full time since September 2013.

Prior to this role David worked for ARK schools, one the UK's leading academy chains, for 8 years. He worked first at Burlington Danes Academy, a turnaround school, and then Ark Academy in Wembley, a start-up which - just like KAA - opened in new buildings with initially just Year 7.



At Burlington Danes, David was part of the leadership team which turned the school around, raising attainment from 35% 5 A\*-C at GCSE (inc. EN & MA) in the year he joined to 75% in the year he left. He worked closely with Dame Sally Coates, the Principal at BDA, to deliver this improvement.

In 2009 he was promoted within ARK to be a founding Vice Principal at Ark Academy. Along with Delia Smith OBE, the Principal, David led the planning and set-up of that school: recruiting the staff and students, inducting them, and planning the systems and structures that would underpin the school's success. The school opened to Year 7 in September 2010, and was judged "outstanding" by Ofsted in its first year. It is now in its seventh year and continues to go from strength to strength. As VP in charge of Assessment & Curriculum and Teaching & Learning, David was instrumental to both the school's initial success and then to maintaining its high standards as it grew.

The assessment and tracking system David developed at Ark Academy has been recognised as a model of best practice and has now been implemented across all ARK schools (and in some others). In his final year at Ark, David took on the role of ARK Network Lead for Assessment alongside his VP responsibilities, undertaking school improvement work in other ARK academies for one to two days each week. David has co-authored a book about the leadership and management of teaching & learning and assessment, 'Creating Outstanding Classrooms' (Routledge 2013), and edited a set of case studies which describe the process of opening a new school and leading it to outstanding (<http://arkacademy.org/case-studies>). In 2017 he has been interviewed in the national press on several occasions for his role in leading the academy after the Grenfell Tower fire – an example can be read here: <https://www.theguardian.com/uk-news/2017/aug/16/shellshocked-pupils-from-school-next-to-grenfell-tower-await-exam-results>

### **Anna Jordan – Senior Vice Principal – Assessment & Curriculum**



Anna is Vice Principal in charge of Assessment and Curriculum. She was appointed in December 2013 to take up the post from April 2014.

Prior to this role, Anna was Assistant Headteacher at Blessed Thomas Holford Catholic College (BTHCC), an 11-18 school in South Manchester. Before taking on this role she was Head of Maths at the same school. BTHCC has been judged 'outstanding' by Ofsted in three consecutive inspections, most recently in 2013. It is a nationally recognised as a centre of excellence and has Teaching School status.

At BTHCC role she was responsible for leadership training and the coordination and development of the middle leaders within the school. Through the school improvement work BTHCC engaged in, Anna designed and delivered leadership and coaching programmes for school leaders across the North West. As a Future Leaders participant she has also supported other schools nationally in developing the quality of their teaching and the structure of their curriculum.

As a Head of Mathematics Anna transformed the department's GCSE results: improving them from 55% to 81% A\*-C over four years. Throughout her career she has been passionate about developing innovative approaches to teaching and learning within Maths. In conjunction with the National Centre for Excellence in Teaching Mathematics and Mathematics in Education and Industry she developed new approaches to teaching the subject which have now

been shared widely with other schools. She has supported many schools in the development of their Mathematics curriculum and teaching through her work within the SSAT and PiXL networks.

### **Rob Pavey – Vice Principal – Sixth Form**



Rob is Vice Principal and Head of Sixth Form at KAA. He was appointed in November 2015 and took up the post in January 2016.

Rob received a first-class degree in languages from Oxford, before completing seven years in the British Army, rising to the rank of Major. He then left the army to train as a teacher. He has held a number of leadership positions – for example Head of Modern Languages at Lancing College and Head of Sixth Form at Magdalen College School (MCS), Oxford. He has also worked at Dulwich College.

Rob has therefore seen, first hand, how the very top independent schools in the UK operate, and has detailed knowledge of what students need to do to secure top grades at A-Level and progress to Russell Group universities. The Sixth Form he has run at MCS for the last three years has been consistently in the top five schools in the UK for A-Level results.

He has, through his work in the Army and the community projects he is involved in, a wide breadth of experience and the personal qualities that are needed to see that this very distinctive project is a success. At KAA we are building a state sixth form offering excellent education, free at the point of delivery, to students from our wonderful community, irrespective of their backgrounds or family income.

### **Basda Malik – Assistant Principal – Behaviour & Safety**



Basda Malik was appointed in March 2014 and took up this post in June 2014.

Basda was previously Assistant Director of Learning at Bishop Douglass Science School. He was been appointed there when it was underperforming and was part of the leadership team that led the school to become a 'Most Improved' schools with the progress achieved by students in the top 10% in the country.

Basda has worked in various roles including Lead Teacher of History, Highly Able Coordinator, Director of Studies and Key Stage 4 Coordinator. His lead in history supported the department in doubling their results, with significant numbers achieving A/A\* As Key Stage 4 Coordinator, Basda played a lead role in developing a framework that supported and challenged heads of years to enable them to be considered "Outstanding".

### **Rebekah Spalding - Assistant Principal - Teaching & Learning.**



Rebekah joined KAA in August 2014 as Lead Teacher of Art and was promoted to AP Teaching & Learning in her first year. Within her department she has developed an exciting and engaging curriculum based upon contemporary art which is leading to a love of the subject from all students and great progress over KS3. As AP T&L she has worked closely with middle leaders and all teachers to create a widespread understanding of what makes great teaching at KAA and has had great success at developing teachers to "outstanding" – either through her own mentoring or the systems she oversees.

Prior to her role at KAA Rebekah was Head of Art at St. George's RC School, an 11 - 18 school in Maida Vale, London. St George's has been judged Outstanding in its last two Ofsted judgements. The Art GCSE results in 2014 where 89% A\* to C, with 18% of students being awarded an A\*. Rebekah played a key role at St. George's RC School, increasing the number of A-Level students gaining an A to C grade by 41%.



**Mark Harris – Finance Director**

Mark joined KAA in July 2016 as Finance Director responsible for all of the back office functions of the school comprising Administration, Facilities Management, Finance, HR and IT.

Prior to joining KAA, Mark worked at BG Group, a FTSE Top 25 oil and gas company. After training as an accountant, Mark held a number of senior management roles, most recently in global shared services where he had responsibility for the global employee service desk, HR systems and payroll as well as driving through process efficiencies in global accounts payable.

# LIFE AT KAA



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## NEWS

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### Grenfell Tower pupils enjoy 'good day' as they collect exam results

By Judith Burns  
Education reporter

17 August 2017 | Education & Family

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