



Kensington
Aldridge Academy



Learning Support Assistant (Autism Centre)

Candidate Information Pack

May 2018



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 role and our school's broader vision and ethos. Further background information is available in our Prospectus and Sixth Form Prospectus on our website.

KAA is an 11 – 18 academy situated in the heart of Notting Hill, West London. We opened in brand new buildings in 2014 and our facilities are second to none. We are currently in our fourth year of operation and have 920 students in Years 7, 8, 9, 10, 12 and 13 with us. By September 2018 we will be a full school with all seven year groups.

At KAA we are building a school which has the very highest standards, both in terms of academic teaching and life beyond the classroom. We are confident you will find it a rewarding and distinctive place to work. Sir David Carter, the National Schools' Commissioner, said of KAA in 2016: "I was inspired by my visit to KAA. David Benson and his team have made a fantastic start and are well on the road to establishing a truly great school." Ofsted have judged the school not just outstanding in all areas but "exceptional" and our exam results place us in the top 10% of schools nationally in terms of value added. Further details can be read on our website: kaa.org.uk.

Our success flows from the talents and dedication of our staff. Teachers and Support Staff at KAA are reflective, committed professionals, willing to do whatever it takes for our students to achieve the very best results. The role described in this pack is an opportunity for you to join a high-performing staff team and help shape the continued growth and expansion of KAA over the coming years.

As Principal, there is simply no higher priority for me than the recruitment and development of staff. The quality of our "offer" cannot exceed the quality of the people delivering it. We understand that we ask a lot from staff, but in return we provide 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 and return it via e-mail to Lavinia Baboi at 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

Learning Support Assistant (Autism Centre) - Job Description

Reports to: Head of Autism Centre

Salary: Point 18 - 22 (£21,504 – £24,090 per annum pro – rata)

Contract: Full time / term time only (39 weeks a year)

Start date: September 2018

The Role

- To support provision for students with Autism Spectrum Condition in conjunction with the Head/Deputy Head of Autism Centre.
- To deliver agreed interventions and support programmes to individuals or group of students.
- To liaise with the Head/Deputy Head of Autism centre and class teachers to monitor the 'whole child' progress and well-being of students with ASC.

Key Responsibilities

- You will be part of a specialist learning support service, supporting the inclusion of SEN students and those engaged with them, and adapt and deliver support to meet individual needs whilst promote academic achievement.
- You will develop and maintain effective and supportive relationships with a case load of students in order to support their specific learning and emotional needs.
- You will provide timetabled support and guidance to SEN students with a range of complex needs.
- You will advance students' 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 work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to students.
- You will plan and deliver sequences of learning to ensure that students identified with specific needs make outstanding progress.
- You will monitor the well-being and progress of individual students and maintain excellent communication with all stakeholders.

Supporting pupil progress and outcomes

- To assist the Head of Learning Support/Head of the Autism Centre to develop ambitious and stretching targets for students with a range of SEN needs.
- To work with the SEN team and other teachers to implement Learning Support Plans and develop resources for students who have Special Educational Needs (SEN), an Autistic Spectrum Disorder (ASD), English as a second language (EAL), speech or language impairments (SLCN) or behaviours that interfere with learning and/or relationships (SEMH).
- To contribute to Annual Reviews, Pastoral Support Plans and other reporting to outside stakeholders as required.
- To support learning and personal development through one-to-one and small-group teaching, and other supportive relationships.

- To deliver individual and group intervention programmes which provide a range of strategies that will motivate, challenge and empower further learning and will help students to make positive changes.
- Support students to manage transitions in their lives.
- Respond to the needs of pupils who have experienced trauma.
- To observe, record and feedback information on student performance.

Supporting learning and inclusion

- To promote inclusion and acceptance of all students in the school, including those with learning, physical, or social and emotional difficulties.
- To support student's successful transfer between educational establishments and at key stages in their learning. Support with the transition of new and mid-term entrants to the academy
- Support the inclusion of those students with SEN in relation to their Social, Emotional and Mental Health.
- To assist with classroom teaching, supporting children with specific needs to facilitate their understanding of mainstream teaching and learning.
- To plan, deliver and assess small-group and one-to-one teaching and interventions.
- To monitor the 'whole child', including the social and emotional well-being of vulnerable students.
- To assist in creating materials for curriculum delivery and display boards.
- To assist with whole class teaching where appropriate.
- To reinforce Academy expectations at all times and challenge poor behaviour within and outside the classroom.
- To assist students' achievement outside of the classroom, e.g., computer lab, library.
- To support extracurricular activities including homework support, supported lunchtime and after-school enrichment activities.

Working in partnership

- To work with teachers to assess the needs of individual children.
- To develop and maintain appropriate contact with the families and carers of students with SEN needs and to keep them informed about the pupil's progress, and to secure positive family support for the pupil.
- To contribute to the safeguarding and protection of children and young people from abuse.
- To meet regularly with the line manager to discuss key students and other LSA activities, make use of advice and supervision to develop competencies.
- To communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- To keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.

Other support

- To supervise students in playgrounds, lunchrooms, and around the school building.
- To assist with follow-through for related services, e.g., speech/language therapy, occupational therapy, physical therapy.
- To complete the administrative duties relevant to the role of learning mentor; including planning, record keeping, data entry and reports.
- To maintain student and family confidentiality at all times.
- To attend regular meetings, training and briefings, 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.

- First Aid and Invigilation as required (and support with Exam Access Arrangements)

Academy Culture

- Support the Academy's values and ethos by contributing to the wider culture of the school and upholding the KAA core values.
- Help create a strong Academy community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help foster 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.
- Demonstrate a vision aligned with KAA's high aspirations and high expectations of self and others.

Person Specification

ESSENTIAL	DESIRABLE
<p><i>Qualifications</i></p> <ul style="list-style-type: none"> • Qualified to at least degree level • Qualified to work in the UK <p><i>Experience</i></p> <ul style="list-style-type: none"> • Training and expertise in planning, delivering and assessing interventions and support strategies for students with Autism/ SLCN • Working and collaborating with outside agencies and contributing to a multi-agency approach towards specific students. <p><i>Abilities</i></p> <ul style="list-style-type: none"> • 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 themselves and of others. <p><i>Skills</i></p> <ul style="list-style-type: none"> • An effective and confident leadership style and the ability to organise, lead and motivate a team. • The ability to work calmly under pressure and deliver consistently outstanding results • The ability to lead, coach and motivate students within the systems and structures in your school, challenging underperformance whilst building self-esteem. • An understanding and evaluative approach to their own knowledge and development, taking responsibility for their own learning needs. • Effective coaching and mentoring skills for both adults and pupils, the ability to tackle complex issues with empathy and understanding. • 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 	<ul style="list-style-type: none"> • Further professional qualifications relating to Autism and/or Specific Speech, Language and Communication Difficulties • Experience working with students with ASD and/or Specific Speech, Language and Communication Difficulties • Experience or expertise in using assistive technology or techniques to support pupils with Autism (e.g. Widget, Clicker, SCERTS, TEACCH etc.)

communicator with children, staff, parents and other professionals.

- The ability to develop positive working 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.
- 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.
- An understanding and empathy towards individuals with ASD and wider SEN needs.

Motivation

- Willing to be fully engaged in the whole life of the school including extra-curricular activities.
- 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.
- Experience of leading successful enrichment and extra-curricular activities, which inspire and motivate learners.

Attributes

- 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.

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 which 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 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 - Aldridge Education

The Academy's lead sponsor is Aldridge Education. Aldridge Education is a charitable Trust founded by Sir Rod Aldridge OBE to help young people to reach their potential and improve their communities. To achieve this the Trust sponsors non-selective community schools (as separate Independent Trusts or as part of a local Multi Academy Trust).

Aldridge Education'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 Trust'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 Education entrepreneurship provides context for the learning of core subjects and should be integrated into all areas of academy life. Aldridge Education 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 academies can also add additional qualities to this core list.

The Trust 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 Education 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.
- 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.
- Students in GCSE and A Level Dance classes regularly benefit from RAD sessions, at the college or here at KAA.

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.

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.

Our building is located very close to Grenfell Tower and, as a result of the recent fire, we are based this academic year in high-quality, purpose built accommodation one mile from the school in Hammersmith & Fulham. We anticipate being back in our original building for September when this role commences, as the tower will be fully wrapped and demolition likely to be underway by then, but your interview will be at our temporary base. You can read about our response to the fire and our temporary school in the media here: <https://www.theguardian.com/uk-news/2017/oct/06/fastest-school-ever-built-opens-for-pupils-displaced-by-grenfell-tower-fire>.

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

- Professional development that is of a national standard. In Ofsted's words: "Staff morale is exceptionally high. They enjoy working at the school and benefit from high-quality training. Teachers new to the profession feel very well supported in settling into the school quickly and developing their practice."
- Discounted membership of the brand new Kensington Leisure Centre.
- Two week half term in October
- 180 school days, 10 training days (not 5 as you find in most schools) & 5 planning days per year
- Free lunch for any staff who eat with students in the Dining Hall
- Free weekly staff wellbeing activities:- yoga, circuits, staff choir and art classes etc.

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:

- 180 not 190 school days and 10 not 5 training days and 5 planning days. This means we operate a 39 week year: 37 teaching weeks and 2 weeks planning and preparation with significant focus on CPD.
- The two week October half term
- The school day will be from 8am to 5pm Monday to Thursday (with co-planning, mentoring, observation, marking & moderation etc built into the school day wherever possible).
- On Friday the working day finishes at 4pm

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.

Recruitment Privacy Notice

As part of your application to join us, we will gather and use information relating to you. For full details on our Recruitment Privacy notice please visit <https://kaa.org.uk/recruitment/>.

BIOGRAPHIES

David Benson - Principal



David is the founding Principal of Kensington Aldridge Academy. He was appointed in March 2013 and took up his post in September that year. Over the last five years he has led to development, set-up and expansion of KAA to this point.

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. 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 was implemented across all ARK schools (and in some others outside the network). 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://www.arkacademy.org/2012-casestudies>). More recently he was named by TES as one of the 10 'most influential people in education' in 2017 for his work at KAA (<https://www.tes.com/news/tes-magazine/tes-magazine/10-most-influential-people-education-2017>) and the Evening Standard included him in their Progress 1000 list, shortlisted as one of London's most influential people in Education in 2017 (<https://www.standard.co.uk/news/the1000/the-progress-1000-londons-most-influential-people-2017-social-pillars-education-a3653956.html>).

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.

Mark Harris - Vice Principal - Finance



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.

SOME VISITORS & SUPPORTERS OF KAA

