



Kensington  
Aldridge Academy



**School Receptionist  
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](http://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](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

## **School Receptionist**

**Hours:** 39 hours (8:00 -17:00 Mon - Th /16:00 on Fr) – Term time only (39 weeks a year)

**Start date:** 30th August 2018

**Salary:** Point 13 on KAA Support Staff Scale (£19,000 pro-rata)

### **The Role**

To work on the school reception desk of Kensington Aldridge Academy, dealing with visitors, pupils, staff and other stakeholder groups and to provide comprehensive and high quality administrative support to the academy.

### **Key Responsibilities**

#### *Reception*

- To be the public face of the academy, acting as receptionist and providing a welcoming first point of contact for visitors and parents, presenting a positive image of the academy.
- To greet visitors to the reception area, displaying due courtesy and tact, ensuring that they are welcomed into a friendly and professional environment and signed in appropriately.
- To deal with all incoming calls ensuring that they are answered in a timely, friendly and professional manner.
- To ensure that all calls and messages are correctly routed to their intended recipients, or an appropriate member of staff, to enable a quick and effective communication system.
- To receive and check deliveries to the academy and distribute accordingly.
- To support with administration associated with Parents' Evenings, Open Evenings and other key Academy events, providing front of house support where required.

#### *Administrative Support*

- To be responsible for maintaining appropriate levels of central stationary and replacing key items in good time.
- To be responsible for maintaining appropriate levels of supplies in the staff kitchen and be proactive to ensure levels do not run too low.
- To assist with the sorting and distribution of all incoming post (ensuring that all post is distributed to staff pigeon holes on a daily basis.)
- To log and weigh outgoing post, ensuring correct postage, dealing with recorded deliver requests etc.
- To ensure Plasma content is refreshed regularly and engaging / relevant to students and staff.
- To be aware of the school diary and daily's schedule, schools website and Reception screen and be willing to learn and assist with update if necessary.
- To assist with relevant meetings as requested including arranging refreshments.

- To support the development of systems and structures which will lead to the smoothest possible running of the academy day-to-day.

#### *Student Support*

- To be a first point of contact to assist students with pastoral, administrative and medical issues.
- To keep the register of medications and the medical cupboard/First Aid boxes up to date and easily accessible.
- To refer serious student concerns to Directors of Learning or Assistant Principal in Charge of Pupils & Inclusion.
- To support students to communicate with parents/carers when necessary.
- To pass on messages from parents to students when required.

#### *Other*

- To undertake training and development relevant to the post and in line with the Academy's priorities.
- To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld.
- To undertake other related duties which may be required from time to time within a reasonable workload.
- To be willing to undertake additional responsibility as the academy grows and the opportunities arise.

## Person Specification

ESSENTIAL	DESIRABLE
<p><i>Qualifications</i></p> <ul style="list-style-type: none"> <li>• GCSE English and Mathematics grade C or above</li> <li>• A-Levels / BTEC Level 3 and above (or equivalent)</li> <li>• Qualified to work in the UK</li> <li>• First Aid qualification or equivalent.</li> </ul> <p><i>Experience</i></p> <ul style="list-style-type: none"> <li>• Experience of running administrative / reception support</li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• Competent user of Microsoft Office and confident to learn and use new technologies.</li> <li>• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents.</li> <li>• Well-developed planning &amp; organising skills including time management, prioritisation and administration.</li> <li>• Ability to plan, monitor, evaluate, review and lead by example.</li> <li>• Sound judgement and problem solving skills.</li> <li>• Strong interpersonal, written and oral communication skills</li> </ul> <p><i>Motivation</i></p> <ul style="list-style-type: none"> <li>• Committed to team work and working collaboratively with colleagues.</li> <li>• A commitment to the safeguarding and welfare of all pupils.</li> </ul> <p><i>Attributes</i></p> <ul style="list-style-type: none"> <li>• Confidence and self-motivation to work well</li> <li>• Helpful, approachable and positive nature and ability to stay calm and diplomatic under pressure</li> <li>• The ability to follow instructions accurately, but make sound judgements and lead when required</li> <li>• Hard working, conscientious and accurate</li> <li>• Adaptable, flexible and able to work with minimum supervision</li> <li>• Energetic and enthusiastic with a naturally positive outlook.</li> <li>• An understanding of the importance of confidentiality and discretion</li> <li>• The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop</li> <li>• An entrepreneurial attitude</li> <li>• Genuine belief in the potential of every student</li> </ul>	<ul style="list-style-type: none"> <li>• Degree level (or FE equivalent)</li> <li>• Experience of working in a school setting and liaising with pupils, staff members and external stakeholders</li> <li>• Experience of using SIMS</li> </ul>

This post is subject to an enhanced DBS disclosure.

The post holder must be committed to safeguarding the welfare of children.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal. Candidates should understand their role may well broaden and that all roles will be reviewed annually to ensure the team is working as efficiently as possible.

# 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

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.
- 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.

## **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



Duchess of Cambridge



Justine Greening



Gillian Anderson



David Carter



Sadiq Khan



Prince Harry



Lord Nash



Nick Hewer



David Cameron