



Kensington
Aldridge Academy



**Learning Support Assistant
Candidate Information Pack
December 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 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 - Job Description

Reports to: Head of Learning Support/ Head of Autism Centre

Salary: Competitive, negotiable depending on experience

Start date: as soon as possible

The Role

- 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.

Key Responsibilities

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 |
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| <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>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. • 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. <p><i>Skills</i></p> <ul style="list-style-type: none"> • An effective leadership style that encourages participation, innovation and develops colleagues' confidence. • The ability to lead, coach and motivate students within the systems and structures in your school, challenging underperformance whilst building self-esteem. • 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. • Values and respects the views and perceptions of young people and knows how to respond appropriately to what they are communicating. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Sound judgement and problem solving skills. • An ability and willingness to support teaching and/or teach across more than one subject. • 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. <p><i>Motivation</i></p> <ul style="list-style-type: none"> • Willing to be fully engaged in the whole life of the school including extra-curricular activities. | <ul style="list-style-type: none"> • Further professional qualifications relating to the above job description • Experience of working with students with specific learning difficulties • Experience with working with students with Moderate Learning Difficulties, including Down Syndrome • Experience working with students with ASD and/or Specific Speech, Language and Communication Difficulties • Experience or knowledge of the National Curriculum and the National Literacy and Numeracy Strategies and of intervention or 'catch up' programmes. |

- 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.
- 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 support staff and teachers, willing to do whatever it takes, can transform pupils' lives
- We are all learners, and as teachers and support staff 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

Supporting Learning at Kensington Aldridge Academy

At Kensington Aldridge Academy we take achievement for all very seriously. We are extremely proud of the progress that all of our students make and this is even more so for those who experience challenges or barriers to their learning. Not only do we have an excellent Learning Support Department, who work to support students with a wide range of educational needs, but we are privileged to have a Specialist Autism Centre on site, which is specifically dedicated to supporting the very unique needs of students with Autism. Our Learning Support Team work with students from both departments during the school day, but are specifically attached to one of the departments to provide a keyworker role for named students. The rapport that the keyworkers and the team build up with these, our most vulnerable students, is imperative to the students' success.

You will work closely and develop partnerships with class teachers to ensure that classroom interventions are effective and have a lasting impact. We put a strong focus on independence for all of our pupils and develop plans to enhance their organisational and resilience skills. At the core of our mission, however, is the fundamental principle that any area of learning can be improved through targeted support and we endeavour to deliver this to the highest standard.

1. LEARNING SUPPORT DEPARTMENT

The Learning Support Department at KAA is responsible for all students who require additional support during their time at school, including students in receipt of a Statement or an Education, Health and Care Plan. Our ambition and objective is to break down all barriers to learning to ensure that every child receives an equal opportunity to fulfil their potential. While working at KAA you will encounter students with a large variety of needs including speech and language needs, cognition difficulties, behavioural difficulties and medical needs.

2. THE AUTISM SPECTRUM SPECIALST CENTRE AT KAA:

The Autism Centre at KAA, (internally known as The Grandin Centre) is The Royal Borough of Kensington and Chelsea's (and Tri- Borough's) specialist provision for students who have a specific diagnosis of Autism Spectrum Condition (ASC). The purpose of the provision is to enable students with moderate to high functioning ASC to benefit from the broad range of curricular and extracurricular opportunities that are available to all students at KAA. The Centre aims to encourage students to participate, progress and achieve both alongside their peers in mainstream lessons and in any targeted interventions in the Centre.

Our Sponsors

Lead Sponsor - 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

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.

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.

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.

Ryan Bernard – Assistant Principal – Behaviour



Ryan is Assistant Principal in charge of Behaviour for the academy. He joined KAA in August 2014 as Lead Teacher of PE. Since joining the academy he has founded a dynamic PE department, led Pankhurst as Head of House for 2 years, and been Director of Learning for Year 7. He was appointed Assistant Principal in February 2017 and took up the post in June 2017.

In 2015 Ryan completed a Master's degree in Teaching & Learning from the Institute of Education. Before joining KAA, Ryan was Head of Boys PE at Phoenix Academy, an 11 – 19 school in Shepherds Bush, London.

Whilst at Phoenix, Ryan had a number of responsibilities including GCSE programme delivery and Educational Visits Coordinator.

Katy Deacon – Assistant Principal – Tracking & Interventions



Katy is Assistant Principal in charge of Tracking & Interventions. Katy joined KAA in August 2014 as Second in Charge of Science with responsibility for the House System within the academy. In September 2015 she took up the role of Director of Learning for our founder cohort of students. She was appointed Assistant Principal in February 2017 and took up this post in June 2017.

Katy has been a Teacher of Science since 2007. In 2013 she completed a Master's degree in Education Management at Kings College London.

Before joining KAA, Katy worked at Ark Academy and Rosendale College, both rated Outstanding by Ofsted.

Niall Dumigan – Assistant Principal – Inclusion (Interim Role)



Niall has an Interim role of Assistant Principal in charge of Inclusion in response to the fire at Grenfell Tower in June 2017. Niall was appointed in July 2017 and took up the role immediately to oversee student support following the fire.

Niall joined KAA in August 2014 as Lead Teacher of Learning Support, he was promoted to SENCO in September 2016. Prior to joining KAA, Niall was the Lead Teacher for Behaviour at John F Kennedy School, a Special Needs Academy in East London. Niall's extensive history in SEN

education and learning support give him a wide range of experience for the responsibilities of Learning Support, SEN and Therapies at KAA.

Toby Fisher – Assistant Principal – Culture & Ethos



Toby is Assistant Principal for Culture and Ethos within the academy. He joined KAA in August 2014 as Lead Teacher of Music. In September 2016 Toby took up the role of Director of Learning for Year 12, assisting in leading our founder sixth formers to an excellent set of results in our first national examinations. He was appointed Assistant Principal in February 2017 and took up the role in June 2017.

Before joining KAA Toby was a Teacher of Music at Coombe Boys School. His previous experience as Duke of Edinburgh Leader at Coombe Boys School, Head of House at KAA, as well as Head of Year at both schools has given him extensive experience of pastoral and extra-curricular leadership.

Laurence Kavanagh – Assistant Principal – Academy Specialisms



Laurence is Assistant Principal in charge of Academy Specialisms. As well as assisting in the daily logistical organisation of the academy day he is responsible for overseeing academy wide participation in Performing & Creative Arts whilst working with our official school partnerships LAMDA and RADA. Laurence also works with supporting students in alternative routes of education which includes KAA's focus on entrepreneurship and supporting heads of department to develop their curriculum to include such links.

Before joining the academy, Laurence was a Deputy Head of House and Teacher of English & Drama at Chelsea Academy, an 11-18 academy in West London, which was rated Outstanding by Ofsted in 2012. His work on anti-bullying was credited in the Ofsted report. Prior to this he worked at Stockwell Park High led by Judette Tapper (CBE) which was also rated Outstanding in both 2006 and 2012.

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 Maths 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%.

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