



Kensington
Aldridge Academy



Finance & Resources Director

Candidate Information Pack

October 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 at kaa.org.uk, including through our Year 6 and Sixth Form prospectuses which you can find there.

KAA is an 11 – 18 academy situated in the heart of Notting Hill. We opened in brand new buildings in 2014 with just Year 7 and our facilities are second to none. We are now in our fifth year of operation and are a full school with 1,250 students in Years 7 to 13.

KAA is a school that has the very highest standards, both in terms of academic teaching and life beyond the classroom. In December 2017 Ofsted judged us outstanding in all areas and categories and described standards as “exceptional”. Our A level results in our first two years are among the best nationally in terms of our “progress” score – a key measure of the quality of teaching. We are also TES Secondary School of the Year for 2018.

Any success we have comes from the talent and dedication of our staff.

Staff at KAA are reflective, committed professionals, willing to do whatever it takes for our students to achieve the best results. This role is an opportunity 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 no higher priority for me than the recruitment and development of staff. **We are a people business, first and foremost.** 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 in one of the best academies in the UK.

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 Payal Joshi at recruitment@kaa.org.uk. Information on deadlines is contained on our website. If you have any queries please contact Payal or, if you would like to speak with me directly, please call on 0207 313 5800 and I'd be happy to set that up.

With best wishes,

David Benson
Principal

Finance & Resources Director (FRD) - Job Description

Reports to: Principal & Governing Body

Start date: January 2019

Salary: £50k-£70k, subject to experience and current salary

Introduction

In many ways this is most important job in the school. Everything KAA does is predicated on us having a strong budget to support it, yet the next five years will be a time of financial challenge for KAA and all schools. The successful candidate will be someone who understands that and is able to provide financial leadership through this period. As you'll see from the lengthy lists below, this is a job which has a wide span of responsibilities. If I had to simplify all this, what I would say is the right person will:

- *Have detailed knowledge of school finances – how to maximise income and minimise expenditure.*
- *Be highly skilled / accurate at school budgeting. Able to create and maintain accurate medium to long term financial models as well as monitoring ongoing spend in-year.*
- *Be a fiscal hawk – someone who will insist on watertight financial processes at all levels, and knows where every penny is spent in the organisation.*
- *Be an effective and conscientious leader and manager, able to get the best out of their finance, IT, HR, Facilities and Catering teams, and instil in them the same passion and commitment that they have as FRD.*
- *Have excellent communication skills – both written and in meetings / presentations.*
- *Be resilient and able to keep going through the inevitable day to day pressures of running a busy inner-London academy.*
- *Take a central role in the writing of our business plan for the next 5 years of KAA, now we have grown to full size, and be able to take this plan forward to our governing body.*
- *Be a key member of our leadership team and help us to find considered, balanced solutions to the most complex issues the school faces.*

It's a challenging but highly rewarding role, and one that is central to the ongoing success of the school.

David Benson

Person Specification

It's likely the successful candidate will:

- Have experience of working in a lead finance role in a secondary academy or maintained school OR significant finance and operations experience outside of education;
- Have a recognised accountancy qualification, although this is not strictly essential. What is essential is a thorough and accurate understanding of accounting and budgeting which will be tested at interview;
- Be capable of undertaking due diligence on any surrounding schools with which KAA might partner.
- Be experienced as a member of a senior management team;

- Have a high level of drive and motivation;
- Have strong people management skills;
- Be highly organised and effective at time management, working under pressure and prioritisation;
- Have knowledge of HR, Health and Safety, IT and Education & Skills Funding Agency (ESFA) requirements;
- Have sound technical understanding of school leadership issues and Company House and charity sector legislation pertaining to the academy sector;
- Have the ability to work hard in a fast moving and demanding school environment;
- Be committed to KAA's ethos of high expectations and no excuses;
- Have the resolve to make a real difference to the lives of our students.

Key responsibilities

- Oversee the timely and accurate preparation of detailed annual revenue and capital budgets, long term income and expenditure forecasts, and monthly management accounts and budget monitoring reports. Provide timely and accurate data, analysis and forecasting to the Principal and Governing Body.
- Ensure effective accounting systems and procedures, successful treasury management and appropriate investment policies. Support the fundraising and income generation strategies of the school. Produce the annual report and financial statements. Liaise with and assisting the external auditors.
- Develop and strengthen the risk management strategy and management across the school.
- Provide financial leadership to KAA by proposing, developing and delivering the financial strategy for the academy in support of the strategic and operational plans.
- Propose an annual budget to the Governors in the context of the three-year financial forecast, prepare and monitor performance against forecast and plans.
- Ensure compliance with all statutory and ESFA requirements, producing timely and accurate reports and financial data to meet these requirements and to satisfy audit purposes.
- Develop and embed an internal audit structure with relevant procedures that are fit for purpose and ensure compliance with in-house financial regulations and the regulatory funding frameworks.
- Lead the KAA community use and lettings strategy (which generates significant income for the school).
- Ensure that managers and staff are guided on funding methodologies and opportunities to reduce costs and maximise funding within their budgets.
- Provide management and business planning that delivers best practice and best value through the establishment of effective systems of target setting, performance management and stakeholder feedback that encourages an innovative and creative approach to service delivery and meets the needs of the curriculum.
- Liaise with funding and monitoring bodies and other members of various consortia to enable the development of effective systems controls, accurate exchange of information and robust decision-making processes to ensure the quality of information.
- Build the closest possible relationships with the Local Authority, the Aldridge Education and the ESFA the long term.
- Work with the Principal on the preparation of a 5 year strategic plan.

Financial Management

- Full responsibility for reporting, analysing and monitoring actual performance against budget and forecast.
- Interpretation and understanding of existing and emerging changes to under 18's EFA funding.
- Income generation and the management of the rental income stream.
- Compliance with statutory and legal requirement.
- Reporting performance and projections to Governors, stakeholders and budget holders.
- Management of relationships with key stakeholders (EFA, KAA, LA, Partners).
- Tracking and reporting of the strategic and operational risk register.
- Planning the Sixth Form budget and resources.
- Responsible for annual capital including tracking and safeguarding the assets of the academy.
- Responsible for budget monitoring and preparation of budget reports, including provision of accurate estimates, forecasts and projections in conjunction with the Principal, SLT and Business Committee.
- Plan and manage cash flow and investment activity.
- Promote the efficient, effective and economic use of resources.
- Liaise and negotiate with providers of goods and services and third party contractors in consultation with the Principal.
- Payroll and pensions processing and reporting.
- Oversee regulatory and statutory reporting and compliance.
- Ensure HMRC, VAT and pension payments are correct and timely.
- Ensure adequate insurances are in place so that all risks are reasonably covered.
- Oversee the cashless catering system.

ICT Network Management

- Have strategic and anticipative leadership of the development of ICT.
- With the Principal and SLT, oversee the IT Manager's work.
- Advise on future technological development, working with the IT Manager and SLT lead for curriculum delivery and development.
- Be responsible for the systems / general management of the administrative, financial and Management Information Systems.
- Ensure risk management and contingency plans are in place for technological failure and other technology risks.
- Monitor the effectiveness and efficiency of contracted out operations to ensure value for money.

Facilities and Property Management

- Have strategic leadership of the development of the Facilities and Properties of the academy.
- Oversee the Facilities Manager's work as detailed in the job description.
- Manage all aspects of building projects and maintenance work on the academy premises.
- Liaise with building contractors, architects, planning departments and other related agencies.
- Be responsible for maintenance, cleaning, servicing and condition of the buildings and grounds.
- Review and help recommend efficient use of space.

- Responsible for site security and ensure security is consistent with the ethos of the academy.
- Be responsible for the supervision of relevant planning and construction processes in line with contractual obligations and with due regard to Health and Safety.
- Monitor the delivery, effectiveness and efficiency of both contracted out operations and other services, including catering and cleaning.
- Be responsible for the letting of the school premises to outside organisations and school staff and for the development of all school facilities for out of school use.
- Be responsible for the school disaster recovery and travel to work plan through consultation with the Principal and ensure that such procedures are clearly communicated to all staff and SLT.
- Have hands on leadership of the management of all aspects of the academy's Health and Safety policy and processes, including implementation, regular review and reporting to Governors or the Health and Safety Executive.

Human Resources

- Responsible for the strategic implementation and regular review of all non-teaching staffing structures.
- Advise and assist with strategic implementation and regular review of teaching staffing structures.
- To advise the Principal on issues regarding workforce reform, ensuring that regular staffing reviews are carried out in order to meet the relevant demands of the school.
- Responsible for personnel matters and functions relating to all staff, including contracts of employment, sickness and other absence, maintaining accurate personnel information and records, recruitment, training, salaries and expenses.
- Ensure personnel policies and procedures in respect of non- teaching staff are followed including contract renewal, award of increments, inductions and staff discipline and grievance procedures and that they are reviewed periodically.
- Advise the Principal and Governors on policies needed to comply with employment law.
- Be responsible for the annual review of pay and conditions of each employee and advise Governors and the Principal with regard to proposed amendments.
- Provide information, training, instruction and supervision for all support staff.
- Ensure the efficient operation of the academy's support staff performance management scheme and that reviews are conducted within the areas of responsibility.
- Make arrangements for support staff training in accordance with the defined development areas for staff and operational requirements.
- Line management responsibilities: Finance Officer; Premises Manager; Catering Manager.

Legal

- Have an overview of employment, company and charity law, knowing when and how it should be implemented.
- Have an understanding of what type of law applies to different situations, commercial, employment, company, equality, health and safety and how advice would be sought.
- Advise the Principal, Governors and SLT when legal advice is required.

Person Specification

	Essential	Desirable
Qualifications	<ol style="list-style-type: none"> 1. Degree or equivalent qualification in a relevant subject. 2. Evidence of continuing personal and professional development. 3. A recognised professional accounting qualification OR be able to demonstrate the necessary accounting and budgeting skills at interview. 	<ol style="list-style-type: none"> 1. A higher management, educational or professional qualification is highly desirable.
Experience	<ol style="list-style-type: none"> 1. Experience of business planning and budget management including project and grant funding. 2. Significant relevant experience of direct management of the finance function in a large organisation including the effective development, deployment and leadership of staff. 3. Experience of preparing, monitoring and controlling budgets and of preparing accounts, cash flow, projections and all aspects of financial planning and forecasting. 4. Proven track record in financial management with evidence of delivering an improved service 5. Direct relevant experience of developing and delivering financial strategies in a complex organisation. 6. Experience of business planning and budget management including project and grant funding. 7. Writing and delivering reports and presentations to internal and external audiences at a number of levels. 8. Experience of successfully managing and developing a range of other support functions such as ICT, Estates, Health and Safety. 	<ol style="list-style-type: none"> 1. Significant expertise of secondary school funding systems. 2. Knowledge of the academies sector, in particular policy developments in relation to funding and finance.
Knowledge and Skills	<ol style="list-style-type: none"> 1. An ability to plan on the basis of research, analysis and judgement. 2. Familiarity with a complex funding mechanisms and income streams and the acumen to ensure cost-effectiveness in the delivery of the school's curriculum. 3. The ability to set and achieve demanding performance targets and to effectively manage any identified underperformance. 4. Excellent communication and interpersonal skills with an ability to be clear, to engage people and achieve buy-in. 5. Vision and the ability to develop effective strategy. 6. The ability to motivate, inspire and influence a large and diverse workforce to perform at their best by example and persuasion. 7. Knowledge of internal audit and accounting practices. 8. Knowledge and experience of debt recovery, control and administration of the process of tendering, bids, contract and purchasing. 9. Ability to lead major change and development as demonstrated by performance in previous positions. 	<ol style="list-style-type: none"> 1. An understanding of current and future trends and developments in pre and post 16 education and training. 2. Experience of working effectively with employers, other sectors of education and external agencies.
Personal Qualities	<ol style="list-style-type: none"> 1. To develop and project a positive image of the academy through personal, written and oral skills. 2. Recognise, develop and effectively promote new opportunities for KAA. 3. Ability to work flexibly, often outside normal working hours. 4. Ability to work well within a senior team in a collaborative and supportive manner. 	

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 review a copy in advance here: <https://kaa.org.uk/teaching-learning/teaching-learning-handbook/>

Our handbook is not overly prescriptive; 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

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.

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, which include the opportunity for teachers to work from home.
- 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.

SOME VISITORS & SUPPORTERS OF KAA



Duchess of Cambridge



Justine Greening



Gillian Anderson



David Carter



Sadiq Khan



Prince Harry



Lord Nash



Nick Hewer



David Cameron