Kensington Aldridge Academy



Teacher of Art & Textiles

Candidate Information Pack

January 2018

Ofsted Outstanding Provider

Dear Applicant,

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

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

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

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

As Principal, there is simply no higher priority for me than the recruitment and development of staff. The quality of our "offer" cannot exceed the quality of the people delivering it. We understand that we ask a lot from staff, but in return we provide extensive support and development opportunities, and the space to extend your skills, which would be hard to find elsewhere.

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

I look forward to receiving your application.

David Benson

Teacher of Art & Textiles - Job Description

Reports to: Head of Art

Salary: MPS (Inner London)

Deadline for applications: Monday 29th January, 9am

Start date: September 2018

The Role

Key Responsibilities

- To teach engaging and effective lessons that motivate, inspire and lead to rapid and sustained progress from all students.
- With direction from your subject leader, and within the context of the academy's curriculum and planning frameworks, to plan and prepare effective schemes of work and lessons.
- To use regular assessments to set targets for students, monitor their progress and respond accordingly to the results of such monitoring.
- To produce/contribute to written assessments, reports and references relating to individual and groups of students.
- To ensure that all students make progress *at least* in line with academy expectations.
- To maintain regular and productive communication with students, parents and carers, to report on progress, sanctions and rewards and all other communications.
- To direct and supervise support staff assigned to lessons and when required participate in related recruitment and selection activities.

Outcomes and activities

- Support of all fellow subject teachers – including external coaches and part time staff attached to your subject - within the academy.
- To support systems within the department (e.g. co-planning, peer observation) so that all lessons in the subject area are good or outstanding (with a focus on outstanding).
- Where required, assisting in the professional development of teachers including training, coaching and mentoring as may be appropriate.
- Developing strong partnerships and ensuring regular and productive communication with parents.
- Developing others' practice to sustain best possible outcomes for students.
- Teach engaging morning reading lessons, ensuring all students in your group make excellent progress and develop a love of reading.
- Coordinate and deliver a variety of department enrichments which develop in students a range of talents and passion for your subjects.
- Implement and adhere to the academy's behaviour management policy, ensuring the health and well-being of pupils is maintained at all times.

- Participate in preparing students for external examinations.
- Keep abreast of any developments within their subject area.

Curriculum setting and assessment

- Where required, develop high quality schemes of work for all year groups, in line with National Curriculum and academy requirements, that are inspiring for learners and teachers alike.
- Monitor and assess teaching and learning within the subject as required.
- Set regular, measurable and challenging assessments and ensure all students prepare thoroughly for them.
- To provide high quality marking to all students in line with academy policies.
- Ensure the moderation of assessment outcomes for reliability and consistency.
- Establish effective systems for the monitoring and evaluation of student progress.
- Maintain accurate student data – including reading ages - that can be used to inform lesson planning and therefore make teaching more effective.
- To ensure the regular setting and consistent completion of high quality homework and independent learning.

Academy Culture

- Support the academy's values and ethos by contributing to the development and implementation of policies, practices and procedures.
- Be an active form tutor (or co-tutor) and member of your house, participating fully in all house events and modelling the positive attitudes towards the house system that we want to develop in our students.
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop an academy culture and ethos that is utterly committed to achievement.
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.
- Vision aligned with KAA's high aspirations and high expectations of self and others.

Other

- Undertake other various responsibilities linked to the specific nature of your subject and the role it plays within the wider school as directed by your Line Manager or the Principal.

Person Specification

Qualification criteria

- Qualified to at least degree level
- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

General - experience of:

- Evidence of being, or having the clear potential to be, an outstanding teacher of your subject.
- Having significantly contributed to the work of a successful department.
- Having led a team in the development and implementation of a curriculum initiative had a sustained and demonstrable impact on pupil progress.
- Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Contributing to intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
- Tracking and monitoring identified groups and designing intervention programmes which have shown a positive impact on behaviour and progress.

Leadership and management – the ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they work with, which motivates and encourages others to participate and go the extra mile.
- Strong interpersonal, written and oral communication skills.
- Strong organisational skills:
    - the use of effective time management
    - the ability to prioritise
- Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every student.
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role.
- An educational vision aligned with the academy's high aspirations and high expectations of themselves and others.
- A clear understanding of the strategies required to establish consistently high standards of behaviour in an inner London school and a commitment to continuously implementing these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the academy in the community.
- Confident and effective presentational skills during public speaking.

This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children. No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal. In addition, as a member of staff in a start-up academy, Teachers should understand their role may well broaden and that all roles will be reviewed annually to ensure the team is working as efficiently as possible.

Kensington Aldridge Academy

Culture & Ethos

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

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

We believe:

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

Teaching and Learning

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

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

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

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

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

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

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

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

This extensive lesson observation process helps in two ways:

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

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

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

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

Entrepreneurship

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

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

Performing and Creative Arts

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

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

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

Our Sponsors

Lead Sponsor - The Aldridge Foundation

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

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

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

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

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

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

Co-Sponsor – The Royal Borough of Kensington and Chelsea

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

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

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

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

Our Partners

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

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

They are:

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

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

- All curriculum leaders at KAA are partnered with a curriculum leader at Charterhouse and Godolphin & Latymer, to support the development of the KS3, 4 and 5 curriculum in their subject. One of the great advantages of KAA is that we opened at the same time as the new national curriculum and new GCSE and A-Level examination systems were launched. This gave our subject leaders the opportunity to align our curriculum with the requirements of the new system from the very beginning of the school.
- We are working closely with both Godolphin and Charterhouse at Sixth Form and there are both student and staff aspects to this.
- Regular student trips to Godolphin and Charterhouse for sport, music, debating etc.
- We are one of a small group of schools piloting the LAMDA Schools Award, a national qualification in public speaking, which carries UCAS points, which all KAA students will take at the end of KS3.
- Students in GCSE and A Level Dance classes regularly benefit from RAD sessions, at the college or here at KAA.

Facilities

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

Distinctive features of our building include:

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

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

Our location

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

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

A commitment to equal opportunities

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

Staff benefits

- Professional development that is of a national standard. In Ofsted's words: "Staff morale is exceptionally high. They enjoy working at the school and benefit from high-quality training. Teachers new to the profession feel very well supported in settling into the school quickly and developing their practice."
- Discounted membership of the brand new Kensington Leisure Centre.
- Two week half term in October.
- 10 training days per year, not 5 as you find in most schools.
- 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:

- 185 not 190 school days and 10 not 5 training 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 8 am to 5 pm Monday to Thursday (with co-planning, mentoring, observation, marking & moderation etc built into the school day wherever possible).
- On Friday the working day will finish at 3.30 pm.

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.

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

















