



Kensington  
Aldridge Academy



**Safeguarding Officer  
Candidate Information Pack  
January 2021**



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 vision and ethos. Further background information is available at [kaa.org.uk](http://kaa.org.uk), including in our student prospectuses and recruitment pages 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. Next year is our seventh year of operation, and we are now a full school with 1,250 students in Years 7 to 13.

KAA is a well established and high-performing academy with a strong local and national reputation. DfE performance tables consistently place us amongst the top schools nationally for KS5 Progress. Ofsted have judged the school to be “outstanding” in all categories and describe standards as “exceptional”. In 2018 we were awarded TES Secondary School of the Year.

**Any success we have comes from the talent and dedication of our staff.** KAA staff members 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 great staff team and make a significant contribution to our ongoing work.

As Principal, there is no higher priority for me than the recruitment and development of staff. **Like any school, 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 more than you would find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form that can be found online at [www.kaa.org.uk](http://www.kaa.org.uk) or via TES and return it via e-mail to Alice Olive, HR Manager, at [recruitment@kaa.org.uk](mailto:recruitment@kaa.org.uk). If you have any queries, please contact Alice and it may be possible to arrange a conversation with myself or one of the leadership team here at KAA.

With best wishes,

David Benson  
Principal

## **Safeguarding Officer - Job Description**

**Reports to:** Senior Safeguarding Officer / Designated Safeguarding Lead

**Hours:** 39 hours per week, 42 weeks' contract (term time plus 3 additional weeks)

**Salary Range:** S23 (FTE £26,139) – S28 (FTE £30,050) negotiable subject to experience

***The pro rata salary ranges are S23 (£24,197) – S28 (£27,817) based on 42 weeks***

**Start date:** ASAP

**Contract type:** Fixed term until 31st December 2021 (with the possibility to extend)

### **The Role**

We have a fantastic opportunity for a Safeguarding Officer to join KAA in supporting the wider pastoral team and leadership team to implement the academy's statutory safeguarding duties and responsibilities. You will work within a team that will support and mentor some of the academy's most vulnerable students and their families, attend key safeguarding meetings and liaise with a wide network of outside professionals. You will demonstrate the highest levels of integrity and professionalism at all times and will be an effective and organised administrator.

This successful candidate will primarily work with key stage 3 students but they should be flexible to support other year groups where required.

### **Main Responsibilities**

- To assist the designated safeguarding lead and the safeguarding team by supporting them in their duties
- To provide support in co-coordinating, monitoring and evaluating any projects set up to support the pastoral needs of pupils in the school.
- To be a first point of contact for safeguarding concern reports
- To assist with the support of the LAC students by collating all relevant reports for PEP meetings
- To maintain and update actions by Designated safeguarding leads on CPOMS (the academy's reporting system for safeguarding)
- To attend relevant safeguarding meetings and represent the academy or take minutes
- To draft and prepare relevant reports to external services
- To be aware of and work within the service policies in relation to Inclusion, Child Protection, the schools' behaviour policy, anti-bullying policy and any other relevant policies and physical contact with pupils.

- To provide pastoral care and mentoring support to vulnerable students and their families.
  - To complete referrals to outside agencies as appropriate
  - To liaise with social services about student concerns or referrals
  - To follow up with external professionals on case progress and specific action
  - To file all relevant documents and ensure students files are up to date.
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- To assist the pastoral team to complete home visits for specific students
  - To ensure effective communication and attendance for targeted families regarding attendance to Parents' Evenings, Open Evenings and other key Academy events.
  - To attend and support the preparation of safeguarding hub meetings for your allocated year groups
  - Show a commitment to continuous professional development and further extend knowledge of of safeguarding in education

#### *Other*

- To undertake training and development relevant to the post and in line with the Academy's priorities.
- To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld.
- To undertake other related duties which may be required from time to time within a reasonable workload.
- To deputise for other members of the safeguarding team in the rare instance this is required.

**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.**

## Person Specification

### *Qualification criteria*

#### *Essential*

- Educated to at least degree level or equivalent (not subject specific)
- Qualified to work in the UK
- At least 1 years' experience working in a safeguarding role or similar

#### *Desirable*

- Further professional qualifications in relation to working with young people, psychology or education
- Experience of working in a school setting and liaising with pupils, staff members and external stakeholders
- Experience of working within a local authority setting, either with early help or other statutory services
- Good working knowledge of SIMS and/or CPOMS

### *Skills*

- Previous experience in working with safeguarding matters either as part of a pastoral team or had specific responsibilities in the area
- Organisational abilities and accurate record keeping skills
- Work well under pressure – good time management skills and able to plan time effectively
- A high level of computer literacy including Microsoft Office, website content management, producing reports, and database management
- Articulate and able to communicate sensitive information effectively and appropriately
- Comfortable and passionate about working with young people in a challenging context.

### *Motivation*

- Committed to team work and working collaboratively with colleagues.
- A commitment to the safeguarding and welfare of all pupils.

### *Attributes*

- Confidence and self-motivation to work well
- Helpful, approachable and positive nature and ability to stay calm and diplomatic under pressure
- The ability to follow instructions accurately, but make sound judgements and lead when required

- Adaptable, flexible and able to work with minimum supervision
- Energetic and enthusiastic with a naturally positive outlook.
- An understanding of the importance of confidentiality and discretion
- The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop
- An entrepreneurial attitude
- Genuine belief in the potential of every student
- The ability to prioritise personal well-being

# 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. The opportunity we had to start from scratch and grow carefully is still a defining feature of our school.

Our culture remains strong and students and staff alike feel very proud to be part of KAA. 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 students’ 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 students are happy
- 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 have a model for teaching and learning that is of a national standard, and which is constantly evolving. 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 are 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 radically different 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 arrive at 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

### Aldridge Education – Lead Sponsor

Kensington Aldridge Academy is part of the Aldridge family of schools and Aldridge Education (AE) are our lead sponsors.

AE is a national Multi-Academy Trust (MAT) with eight schools in total. They work with teachers, principals and governors to rapidly improve the quality of education on offer at early years, primary, secondary and sixth-form levels in their schools.

AE believe that introducing young people to the core attributes of entrepreneurship will provide context and relevance to their learning, foster creativity, passion, determination, risk taking, problem solving and teamwork. These characteristics help students achieve in their education and acquire further skills for adult life.

Although KAA is a Single Academy Trust (SAT) with a full governing body, we work closely with AE colleagues and benefit from their support. AE was established as a MAT by the Aldridge Foundation in 2016, taking responsibility from the Foundation for its family of non-selective academy schools and colleges, of which KAA was a member. Some of this family are now part of the MAT whilst others are currently independent Trusts like KAA, sponsored by Aldridge Education and sharing the Aldridge ethos.

### The Royal Borough of Kensington and Chelsea – Co-Sponsor

KAA is part of another successful family of schools, the Local Education Authority of the Royal Borough of Kensington and Chelsea (RBKC) who are our cosponsors.

RBKC are one of the most successful Local Authorities in the UK;

- All RBKC secondary schools are currently graded 'good' or 'outstanding' by Ofsted.
- In RBKC secondary schools 76% of students achieved GCSEs grades 9-4 in English and mathematics - **which was 2nd nationally out of 150 authorities in the UK, and first in Inner London.**
- 61% of A Level papers were graded A\*- B in KC schools (well above national which is 51%). 53% of RBKC students progressed to higher education, compared to 48% nationally – or 300 students (latest published data).

The vast majority of our students are educated in RBKC primary schools and we aim to build on the good work that takes place there. The Royal Borough invested £16 million into the building of the academy, and also fund a dedicated autism unit within the school, with provision for 20 students in total.

## 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
- Access to the brand new Kensington Leisure Centre and swimming pool next door to the academy
- Through the 'Creates' area located within the academy, facilities are 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 Notting Hill, 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 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 breakfast and 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 with a further 5 planning days on top. 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 and was appointed in 2013. Since then he has led the 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 in Hammersmith as a middle and senior leader – this was a turnaround academy which became one of the fastest improving schools in the UK. He then moved to Ark Academy in Wembley as Vice Principal – Ark was a start-up, 3-18 school, which David helped grow to outstanding. In his final year at ARK Schools,

David took on the role of Network Lead for Assessment alongside his VP responsibilities, undertaking school improvement work in other academies.

David was named one of the [10 most influential people in education by TES](#) in 2017. He is also listed by the Evening Standard as one of the most influential people in education in London for [2017](#), [2018](#) and [2019](#).

David sometimes writes about education policy, for example this article from the [Times in 2019](#). He has co-authored a book about the leadership and management of teaching & learning and assessment, '[Creating Outstanding Classrooms](#)' (Routledge 2013) and speaks at educational conferences around the UK.

## **Anna Jordan - Senior Vice Principal - Assessment & Curriculum**



Anna is Senior Vice Principal in charge of Academic Provision. She was appointed in 2013 and has been central to the growth and success of KAA since.

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.

### **Ryan Bernard - Vice Principal - Pastoral**



Ryan is Vice Principal – Pastoral at KAA. He joined the academy in 2014 as Lead Teacher of Physical Education. Ryan founded a dynamic PE department, led Pankhurst as Head of House for 2 years, and was Director of Learning for Year 7 before joining the Senior Leadership Team. He was appointed as Assistant Principal in February 2017 and promoted to Vice Principal in July 2019.

Ryan graduated from the University of East London with a BSc (Hons) in Sports Coaching. He then completed his PGCE in Physical Education at Middlesex University and a Master's degree in Teaching & Learning at the Institute of Education. Before joining KAA, Ryan was Head of Boys PE at Phoenix Academy, an 11 – 19 school in Shepherds Bush, London.

### **Jamie Clayton – Vice Principal – Teaching & Learning**



Jamie is Vice Principal for Teaching & Learning at KAA. He joined the academy as Director of English in 2016 and was promoted to SLT in September 2018.

Jamie studied English Literature at the University of York before training with Teach First. He then completed a Masters degree in Education and Leadership at the University of Manchester. Jamie was Second in Charge of English at Walthamstow Academy and Key Stage 5 coordinator at City of London School before joining KAA in April 2016.

# SOME VISITORS & SUPPORTERS OF KAA



Duchess of Cambridge



Justine Greening



Gillian Anderson



David Carter



Sadiq Khan



Prince Harry



Lord Nash



Nick Hewer



David Cameron