Kensington Aldridge Academy

Exams Officer

Candidate Information Pack

September 2026

Ofsted Outstanding Provider

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THE GOOD SCHOOLS GUIDE

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, including in the parent prospectuses and recruitment pages 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. This is our twelfth year of operation, and we are now a full school with 1,300 students in Years 7 to 13.

KAA is a high-performing academy with a strong local and national reputation. Ofsted have twice judged the school to be "outstanding" in all categories and describe standards as "exceptional". In 2018 we were named the TES "Secondary School of the Year", and our 2022 Good Schools Guide review praises the "phenomenal" education students receive.

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/recruitment and return it via e-mail to our HR Manager, at recruitment@kaa.org.uk, or use the "quick apply" application form via the TES advert. If you have any queries, please contact our HR Manager and it may be possible to arrange a conversation with myself or one of the leadership team here at KAA.

With best wishes,

Anna Jordan
Principal

About 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, all these years on.

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

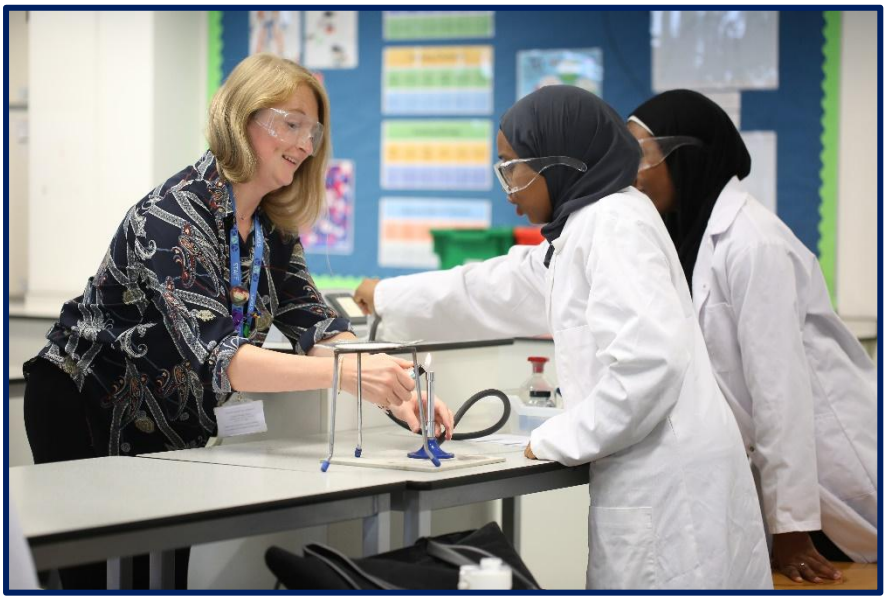
Teaching and Learning

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** in 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.



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 ECT's. 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 recognises that "we learn best, when we learn together".

Lesson observation: We adopt a 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?**

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 classrooms, a professional recording studio and lots of smaller practice rooms

- 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 Kensington Leisure Centre and swimming pool next door to the academy
- Access to the Westway Sports Centre, less than 200m from the academy.

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

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: less than a minute from Latimer Road tube station, just three minutes from Ladbroke Grove station, and within easy walking distance of Holland Park and Notting Hill stations, and many local bus routes. This is a vibrant and diverse part of London; famous for the Notting Hill Carnival, and one well-connected to the museums, galleries, theatres, parks and other cultural perks of central London.

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 Kensington Leisure Centre.
- A two-week half term holiday 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 all staff.
- Free weekly staff wellbeing activities; yoga, circuits, salsa, football and more.
- Access to an Employees Assistance Programme, for anyone who may need additional support.
- One-to-one mentoring and support for all new teachers
- Regular career progression opportunities and access to a wide range of nationally recognised CPD programmes.

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/.

Exams Officer
Reports to: Senior Data Manager
Application Deadline: 9am on Monday 28th September 2026
Start date: As soon as possible
Contract: Permanent / 52 weeks
Salary: Highly competitive, subject to experience *(candidates can enquire prior to applying should they want further details).*

The Role

KAA is a large 11–18 secondary school, with 200 students in Year 11 and 140 in Year 13 each year. Our students primarily sit GCSE and A Level examinations, alongside a small but growing number of vocational qualifications.

We are seeking an experienced Exams Officer to lead and develop our examinations function. This is a key role within the school, working closely with the Data Team, Senior Leadership Team, Heads of Department, invigilators and students to ensure the smooth and compliant delivery of all national examinations.

As you can see from our Ofsted report and the exam results pages on our website, KAA students achieve well-above average results in their exams. This reflects the outstanding standards of teaching and pastoral care in the school. It also comes back to the professionalism, organisation and dedication of our exams team, who will be led by the successful applicant for this exciting role.

Key Responsibilities

- Coordinate and administer the examination entry process, liaising with staff, students and exam boards to effectively resolve any queries and problems.
- Select, train, and manage invigilators and approve timesheets documenting evidence to ensure invigilators met approved legal regulations.
- Liaise with subject leaders, leadership and support staff to ensure efficient management of the exam system.
- Be responsible for the secure storage of exam papers and related paperwork, in line with JCQ regulations.
- Ensure smooth, effective and efficient administration of the examination period, results days and certificate presentation evenings.
- Ensure the effective communication of all deadlines and key dates in the examination calendar to staff, students and parents.
- Operate SIMS Exams Organiser and ensure security and confidentiality of exam papers at all times.
- Organise Special Access Arrangements in liaison with the SENCO, ensuring all guidelines are followed.
- Liaise with exam boards and associated external bodies ensuring that all regulations and guidelines are followed.
- Process requests for Post Results Services and exam resits in an accurate and timely manner.
- Provide detailed external exam entry processing and amendment information to allow the checking of all invoices.
- To assist in the management of SIMS mark-sheets alongside the Data Manager to ensure the accurate recording and analysis of all examination and internal data.

- Liaise with the Principal and Finance Director to agree the annual budget for examinations expenditure.
- Actively support the Head of Centre in co-operating with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit
- Liaise with Directors of Leaning (Heads of Year) and Heads of Department to ensure appropriate timetabling and invigilation arrangements are in place for the school's internal Year 11 and Sixth Form Mock examinations, and end of year assessments.
- Work closely with the Assistant Principal and IT department to organise and administer CATS and Reading Age tests in KS3.
- Liaise with the Sixth Form team to organise and administer university admissions tests.
- Review and update the exam-related policies/procedures on an annual basis.
- Implement processes and liaise with Heads of Department to gather correct entry information to internal deadlines and implement strategies to avoid late (or other penalty) fees.
- Effectively resolve exam timetable clashes and manage overnight supervision arrangements (where arrangements may be required after all other options have been explored) in accordance with the regulations.
- Effectively use internal and external IT systems to access and manage awarding body results information and administer post-results services.
- Manage and administer the receipt, distribution and retention of examination certificates according to the regulations.

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.

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.

Person Specification

Qualification criteria:

- Permitted to work in the UK
- Qualified to at least degree level

Abilities:

- The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents.
- The ability to contribute to the wider work of the school, including pastoral work as required.
- The ability to be a calm and steady person, who is able to take charge of a classroom/exam hall should the need arise.
- The ability to engage positively with student and have strong interpersonal skills.

Skills:

- Previous experience or knowledge of the work of an Exams Officer.
- Experience of data reporting.
- Up to date knowledge of the public examinations process.
- Highly organised.
- Excellent IT skills, including MS Office and database programmes.
- Experience of managing and maintaining data in a secure environment.
- Good time management skills and the ability to prioritise work.

Motivation:

- Willing to be engaged in the whole life of the school.
- Committed to the personal professional development of themselves and of others.
- Committed to teamwork and working collaboratively with colleagues.
- A commitment to the safeguarding and welfare of all pupils.

Attributes:

- Passion, resilience, maturity and optimism to lead through day-to-day challenges.
- Confidence and self-motivation to work well and be decisive under pressure.
- An understanding of the importance of confidentiality and discretion.
- Genuine belief in the potential of every student.

Academy Culture:

- Support the academy's values and ethos by contributing to the development and implementation of all school policies, practices and procedures
- Help us build a strong sense of community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Support our culture of ever-extending student achievement and commitment to our core values
- Work collegiately with colleagues across the school and providing other support as required
- Maintain a vision that is aligned with KAA's high aspirations and high expectations of self and others

This post is subject to an enhanced DBS disclosure, and the post holder must be committed to safeguarding the welfare of children

Biographies of Senior Team

Anna Jordan – Principal

Anna has been Principal at KAA since November 2023. She was appointed in 2013 as Vice Principal and has been central to the growth and success of KAA since the school's inception ten years ago. Prior to this role, Anna was Assistant Headteacher at Blessed Thomas Holford Catholic College (BTHCC), an 11-18 school in South Manchester. 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 there, 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 structure of their curriculum.

Ryan Bernard – Senior Vice Principal

Ryan is Senior Vice Principal 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. He took up the Senior Vice Principal role in September 2024. 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.

Amy Gurnell – Vice Principal

Amy is Vice Principal Pastoral & Designated Safeguarding Lead at KAA. She studied BA Drama at Queen Mary, University of London, prior to completing her Postgraduate Certificate in Education (PGCE) at Goldsmiths, University of London. She joined KAA in 2016 as a Teacher of Drama and was promoted to Director of Learning for Year 7 in 2018. Amy developed the academy's Year 6 transition process during two consecutive years as the Director of Learning for the incoming Year 7s. She was promoted to Assistant Principal (Pastoral) in July 2020 and was then promoted to Vice Principal in June 2024.

James Waller – Vice Principal

James is Vice Principal for Teaching & Learning at KAA. James completed a BSc in English at the University of Leicester before completing a PGCE at Sheffield Hallam University. Before joining KAA, James taught at Hungerhill School, an outstanding school in Doncaster, where he also held the role of Strategic Lead for Curriculum & Assessment. James joined KAA in 2016 as a Teacher of English and was promoted to Director of English in 2019. He was promoted to Assistant Principal (Teaching & Learning) in April 2022. James was promoted to Vice Principal in June 2024.

FEEDBACK ON KAA

"I have visited many schools in my time and KAA is one of the most impressive. It is an amazing school with amazing students."
Dr Lee Elliot Major, CEO of The Sutton Trust

"I was inspired by my visit to KAA. Talking to the students about their hopes and aspirations for the future and hearing them speak in such an articulate manner is clearly the product of a culture of high expectation and a belief that they can and will achieve. The team at KAA have made a fantastic start and well on the road to establishing a truly great school."
Sir David Carter, National Schools Commissioner

"Staff and pupils are proud of their school. The school has fostered a strong community that is welcoming and warm. The school is led with both sensitivity and determination, building a vibrant school in which pupils excel." - Ofsted, 2024

"Leaders, governors and staff have the highest ambitions for pupils. Together, they have created a school where pupils are happy, safe and making excellent progress. What the school has achieved and sustained is remarkable." - Ofsted, 2017

"Bring an appetite for learning and hard work and the school will provide a banquet of opportunities – academic, cultural and sporting. Every community should have one."
- Good Schools Guide 2022

VISITORS & SUPPORTERS OF KAA

Gareth Malone

Justine Greening

Princess of Wales

David Carter

Gillian Anderson

Sadiq Khan

Prince Harry

Damian Hinds

King Charles

David Cameron