



Kensington
Aldridge Academy



Sixth Form Learning Mentor

Candidate Information Pack

December 2021



  @KAA_Intrepidus  @KAAIntrepidus

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 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. This is our eighth 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 or the TES and return it via e-mail to Alice Burch, HR Manager, at 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

Sixth Form Learning Mentor - Job Description

Reports to: Assistant Principal - Sixth Form

Start date: January 2022

Salary: S23 (£24,620) – S28 (£28,304) on the KAA support staff scale

Contract: Permanent, full Time (term time only, 39 weeks per year)

Deadline for applications: 9am on Monday 13th December 2021

Interested candidates should send any enquiries they have about the role to Alice Burch, HR Manager at recruitment@kaa.org.uk who will be happy to assist.

The Role

You will be part of the KS5 team as a learning mentor, supported by experienced mentors and sixth form specialists, dedicated to promoting and supporting academic achievement through building effective relationships and tailoring individual action plans for a caseload of students. You will provide timetabled support, mentoring and guidance to some SEN students at times, who may have an autism diagnosis/SEMH, working alongside specialist inclusion practitioners. You will be familiar with the sixth form's behaviour management strategies and implement them when necessary to support the team.

Additionally, you will:

- Promote the inclusion of all students ensuring that they have equal access to opportunities to learn and develop
- Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to students
- Plan and deliver mentoring programmes to ensure that students identified with specific needs make outstanding progress
- Monitor the well-being and progress of individual students and maintain excellent communication with all stakeholders

Key Responsibilities

- To promote a positive, optimistic attitude to learning and achievement within the school acting as a role model, with students and families and the wider community
- Challenge and motivate students, take advantage of opportunities to improve, promote and reinforce self-esteem
- Identify students who would benefit from a learning mentor and working with others
- To contribute to Annual Reviews, Learning Support Plans and other reporting to outside stakeholders as required.
- To keep up-to-date records on the progress of students including observations and agreed targets
- Offer advice to students about managing workload expectations and exam anxiety. Put in place accountability measures to support students' work
- Refer any careers related advice to the Careers Advisor
- To support learning and personal development through one-to-one and small-group mentoring support
- To deliver individual and group mentoring programmes which provide a range of strategies that will motivate, challenge and empower further learning and will help students to make positive changes
- To support students to manage transitions in their lives by preparing them for the world of work / university
- To develop a range of strategies that support students in making successful transitions from key stage 4 to Key Stage 5 including providing support on preliminary visits, contact with families and conducting follow up visits where necessary to students in their next key stage.
- To observe, record and feedback information on students' performance through Provision Mapper
- To liaise regularly with staff to provide and receive up-to-date feedback on the monitoring and progress of all identified students
- To develop, identify and share strategies that have shown themselves to be effective in meeting the needs of individuals and groups of students in order to ensure consistency and continuity of practice and the maintenance of positive outcomes
- To contribute to the development and implementation of appropriate support which will assist students in developing pro-social behaviour, positive self-image, enhanced educational achievement & reduce the likelihood of exclusion or failure to complete their KS5 courses
- To establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links

Working in partnership

- To work with teachers to assess the needs of individual students.
- To develop and maintain appropriate contact with the families and carers of students with SEN needs and to keep them informed about the student's progress, and to secure positive family support for the student
- To contribute to the safeguarding and protection of children and young people from abuse and report any concerns on CPOMS immediately
- To meet regularly with the line manager and relevant directors of learning to discuss key students and other LSA activities, make use of advice and supervision to develop competencies
- To communicate your knowledge and understanding of students to other school staff and education,

health and social care professionals, so that informed decision making can take place on intervention and provision

- To keep other professionals accurately informed of progress or concerns they may have about the students they work

Other support

- To supervise students in playgrounds, lunchrooms, and around the school building.
- To assist with follow-through for related services, e.g., speech/language therapy, occupational therapy, physical therapy.
- To complete the administrative duties relevant to the role of learning mentor; including planning, record keeping, data entry and reports.
- To maintain student and family confidentiality at all times.
- To attend regular meetings, training and briefings, as required, and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision.
- Where required, to cover for absent colleagues and ensure the school runs smoothly.
- To undertake other reasonable duties as directed by Line Manager/SLT.
- Invigilation as required (and support with Exam Access Arrangements)

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

ESSENTIAL	DESIRABLE
<p><i>Qualifications</i></p> <ul style="list-style-type: none"> • Qualified to at least degree level (plus GCSE in maths and English minimum) • Qualified to work in the UK <p><i>Abilities</i></p> <ul style="list-style-type: none"> • The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents. • The ability to contribute to the wider work of the school, including our work as tutors and other activities. • Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation. • Ability to be resilient and flexible and to try different approaches with children whose needs may be very different. • The ability to develop positive working relationships with all young people. • Ability to plan, monitor, evaluate and review all interventions with students. <p><i>Skills</i></p> <ul style="list-style-type: none"> • An effective leadership style that encourages participation, innovation and develops colleagues' confidence. • The ability to lead, coach and motivate students within the systems and structures in your school, challenging underperformance whilst building self-esteem. • Excellent written communication skills, a professional and clear written style. • Highly developed ICT skills; the ability to use Outlook, Excel, Word, PowerPoint with a high level of proficiency. • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff, parents and other professionals. • Values and respects the views and perceptions of young people and knows how to respond appropriately to what they are communicating. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Sound judgement and problem solving skills. 	<ul style="list-style-type: none"> • Further professional qualifications relating to the above job description (preferable to have attended ASC training) • Experience of working with students with specific learning difficulties • Experience with working with students with Moderate Learning Difficulties, including Down Syndrome • Experience working with students with ASD and/or Specific Speech, Language and Communication Difficulties • Experience or knowledge of the National Curriculum and the National Literacy and Numeracy Strategies and of intervention or 'catch up' programmes. • Ability to develop and evaluate post-16 learning resources • Knowledge of career pathways available to post 16 learners • Detailed knowledge of UCAS systems and processes

The Grandin Centre



The Grandin Centre is a resource base within KAA for students with autism. The name comes from the autistic entrepreneur, Temple Grandin who has lectured widely on Autism and is the author of the Autistic Brain. She has been instrumental in our understanding of autism.

The Centre enables students to fully participate, progress and achieve alongside their peers in mainstream lessons. They are supported to do this through targeted interventions at the Centre and Learning Support Assistant work with in lesson. The Grandin centre is generously resourced and is situated in a quiet and spacious location comprising of social, academic and breakout spaces. Grandin students have their own private garden and play area, although many opt to spend their leisure time in the mainstream school.

Students at the Grandin centre also benefit from regular Occupational Therapist and Speech and Language Therapists input from outside professionals who are part of our team. The Grandin Centre is recognised both locally and nationally as a centre of excellence in supporting students with autism to access a mainstream education and is heavily oversubscribed. We have capacity for 20 students in total at the centre and unfortunately must turn away many applications each year (we currently have 26 students).

Outcomes for the Grandin Centre have been outstanding in recent years, within the top 2% nationally. All of our students play a full role in the life of the school and are supported to progress to appropriate and high-quality post 16 provision elsewhere. Future plans for the centre include expanding the provision into our sixth form and developing an outreach service to share expertise and training with other providers. As a school we celebrate neurodiversity with a particular emphasis on autism awareness. All students and staff at the academy receive annual training on autism and the school enthusiastically celebrates autism awareness week each April. Whilst not all LSAs will exclusively work in the Grandin Centre, the flexibility our team structure provides means that where possible, colleagues who have a particular interest or skillset that lends itself to work in the Grandin Centre can become involved in key work with students diagnosed with Autism or related conditions. We are extremely proud of the work that our staff achieve working in the Grandin Centre and will be delighted to welcome newcomers to this experience.



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 stuck to them. 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. Our top priority is to ensure 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 and improving. Our approach is to treat **all** learners as intelligent individuals, irrespective of their prior attainment, and to support them to achieve the best results. We work hard to ensure our model of teaching is widely understood and consistently implemented, and that is continually refined 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 a few pages in the staff handbook that are of little importance to daily practice. It is a research-based handbook that provides ambitious 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 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 also 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!). 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.

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

KAA staff know T&L is the “main thing” in any school. There are three questions KAA teachers ask themselves each day:

- *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 our specialisms in **Entrepreneurship** 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.
- 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.

KAA is an outstanding, outward looking academy, and beyond these four partnerships we work with a range of other schools and professional networks nationally.

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 are the keys to our success.

Our location

Situated in the heart of Notting Hill, Kensington Aldridge Academy is located 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 – Academic



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.

WHAT THEY SAY ABOUT 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.”

Sir David Carter, former National Schools Commissioner

“David Benson, the Principal of the Kensington Aldridge Academy, is developing aspirational new approaches to the curriculum for students from disadvantaged communities.”

Michael Gove MP

“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

“Staff morale is exceptionally high. Staff enjoy working at the school and benefit from high-quality training... Leaders fully support teachers’ professional development”

Ofsted, 2017

VISITORS & SUPPORTERS OF KAA

