Kensington Aldridge Academy






Teacher of English

Candidate Information Pack

January 2021

Ofsted Outstanding Provider

SECONDARY SCHOOL OF THE YEAR tes

@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 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. Now in our seventh year of operation, we are a full school with 1,250 students in Years 7 to 13.

KAA is a 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 KAA has 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 excellent 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 than the recruitment and development of staff. **Like any school, we are a "people business" first and foremost**. We ask a lot from staff, but in return we provide extensive support and development opportunities, and more space to extend your skills than you will find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the form that can be found online at kaa.org.uk or on TES and send to Alice Olive, 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

Teacher of English - Job Description

Reports to: Head of Department

Salary: MPS / UPS (Inner London)

Deadline for applications: 12pm on Monday 25th January 2021

Start date: September 2021

The Role

Key Responsibilities

- Teach engaging and effective lessons that motivate, inspire and lead to rapid and sustained progress for all students.
- With direction from your subject leader, and within the context of the academy's curriculum frameworks, plan and prepare high quality schemes of work and lessons.
- Use regular assessment to set targets for students, monitor progress and address gaps in their understanding.
- Maintain regular and productive communication with students, parents and carers, to report on progress, sanctions and rewards and all other communications.
- Produce/contribute to written assessments, reports and references relating to individual and groups of students.

Outcomes and activities

Teaching and Learning

- Ensure students make progress at least in line with academy expectations.
- Ensure students' exercise books / folders for your classes are well presented and organised.
- Actively develop and enhance your own subject knowledge, taking advantage of all opportunities to do so.
- Participate in the morning reading programme, helping students to become confident, passionate readers.
- Deliver after school enrichment activities, developing students' enthusiasm and confidence in your subject.
- Implement the academy's behaviour policy, ensuring an orderly and safe atmosphere in school, based on a culture of mutual respect.
- Set regular, measurable and challenging assessments and ensure students prepare thoroughly for them.

- Provide regular and high quality marking and feedback to students, in line with department policies.
- Maintain accurate student data - including CATs scores and reading ages – and use this to inform lesson planning.
- Ensure the regular setting and consistent completion of homework / independent learning.
- Differentiate for lower attaining students in your classes, and work closely with SEN staff.

Academy Culture

- Support the academy's values and ethos by contributing to the development and implementation of all school policies, practices and procedures.
- Be an effective form tutor, completing all the duties set out in the KAA Form Tutor handbook to a high standard.
- 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, covering lessons and providing other support as required.
- Maintain a vision that is aligned with KAA's high aspirations and high expectations of self and others.

Other

- Undertake other various responsibilities linked to your role as a Teacher and Form Tutor, as directed by your Line Manager or the Principal.

Person Specification

Qualification criteria

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

General - experience of

- Evidence of being, or having the clear potential to be, an outstanding teacher of their subject.
- Having strong behaviour management skills.
- Having worked within and contributed to a successful department.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Contributing to intervention programmes at a department/year group/whole school level that have had a proven impact on attitude and attainment.
- Tracking and monitoring identified groups and delivering intervention programmes which have shown a positive impact on behaviour and progress.

Leadership and management – the ability to demonstrate:

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

This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children. No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal.

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 fasting 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.

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



Gareth Malone


Justine Greening


Duchess of Cambridge


David Carter


Gillian Anderson



Sadiq Khan


Prince Harry


Damian Hinds


Prince Charles


David Cameron