

THE SKINNERS'
KENT ACADEMY



PRIDE IN **OUR SUCCESS**

INCLUSION MANAGER

Information for Candidates

May 2023

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

INTRODUCTION FROM THE PRINCIPAL



Dear Candidate,

I am delighted that you are interested in a position with The Skinners' Kent Academy.

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability Secondary school. The Academy is funded by the DfE and is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.

The Academy moved into its state-of-the-art building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and we are delighted to be able to offer an education to young people who benefit from the exceptional learning environment and opportunities the Academy provides.

Our Academy is supported by an experienced Trust Central Team, providing high quality Finance, HR, Estates and IT support which ensures smooth running and cost effectiveness.

Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve of their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

Miss Hannah Knowles
Principal
The Skinners' Kent Academy



THE SKINNERS' KENT ACADEMY TRUST*



*This will become Skinners' Academies Trust wef 1 September 2023

The Skinners' Kent Academy Trust is a Multi Academy Trust (MAT) comprising the Skinners' Kent Academy (SKA) and the Skinners' Kent Primary School (SKPS). It's supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and The Skinners' Company, one of the original 'Great Twelve' London livery companies.

The Skinners' Company has a long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for eight schools: Tonbridge School, The New Beacon Preparatory School in Sevenoaks, The Judd School in Tonbridge, The Skinners' School in Tunbridge Wells, Skinners' Academy in Hackney London and The Marsh Academy in Folkestone and SKA & SKPS.

SKA is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

SKPS opened in September 2015 initially on the Skinners' Kent Academy site, but moved to its own building in the Knight's Wood area of Tunbridge Wells in September 2016. SKPS works alongside SKA to provide an all-through IB ethos.

The MAT is governed by a Board of Trustees, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing & Pay and a MAT Finance & Resources Committee as well as a Local Governing Boards for both SKA and SKPS.



OUR VISION AND VALUES



The Skinners' Kent Academy Trust is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy Trust seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Trust. In particular we wish to

support young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.



ROYAL TUNBRIDGE WELLS



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

JOB PROFILE



Inclusion Manager

Salary: Band 10 Points 33-39 (currently £34,866-£41,011 for full-time, pro rata will apply)

Responsible to: Assistant Principal Head of Inclusion (SENDCO)

Responsible for: Assistant Inclusion Manager, Teaching Assistants, Specialist Teaching Assistants (Learning Mentors when appropriate)

Working pattern: 37 hours per week, 40 weeks per year (term time only + INSETS + one additional week)

Key relationships: Assistant Principal Inclusion/SENDCO, Assistant Inclusion Manager, SEND Teacher, VP Inclusion and Standards, Director of Year 7, Heads of Lower and Upper School, Heads of Year, Assistant Principal Curriculum, Progress and Learning, and Heads of Subject, SKPS staff, teachers, parents, external agencies.

The SEND Department

With over 300 students on our SEND register, high quality SEND provision and Quality First Teaching are essential. The SEND department plays a significant role in the life of the Academy and its students.

We have strong links with outside agencies and are proud of the excellent reputation that the department has built. The Assistant Principal Inclusion and SENDCO oversees the work of the team closely supported by the Inclusion Manager. The role of Inclusion Manager is essential to the high quality offer for SEND students in the Academy. There is an Assistant Inclusion Manager, a specialist SEND teacher and an outstanding team of Teaching Assistants. The ethos at SKA is that every member of staff is part of the SEND team and for that reason, the team works closely with all Heads of Department, Pastoral and curriculum leaders.

Job Purpose

- To complement the work of the teaching staff in securing high quality teaching and learning, raising standards and having a positive impact on students' learning experience
- To coordinate the deployment of staff and resources across the SEND function under the strategic guidance of the AP Inclusion/SENDCO

- To assist the AP Inclusion/SENDCO in supporting the personal development and academic progress of SEND students across the Academy Trust (SKA and SKPS) working with all staff and work to identified key performance indicators in this regard.
- To monitor the impact of interventions on the progress of students with SEND across the Academy Trust, in consultation with the AP Inclusion/SENDCO, Deputy Headteacher SKPS , Inclusion Lead and Trust Safeguarding Lead.
- To carry out effectively the key responsibilities, as outlined below, and any further related responsibilities as designated by and agreed with the AP Inclusion/SENDCO, VP Inclusion and Standards.

Key responsibilities

To oversee all information requested by the Local Authority (LA) in order to ensure that requests for High Needs Funding are submitted within the given timeframe. To produce background information on individuals as well as accurate provision plans to support each request and to review individual requests yearly during the Annual Review process; or earlier if applicable. To upload all requested information and liaise with the Principal and Chief financial Officer before final submission. To ensure that all funding that individual students are entitled to is secured.

- To be the Academy's Inclusion Manager and ensure effective and efficient SEND provision and development across the Academy Trust (SKA and SKPS).
- To provide operational day to day management of the SEND function of the Academy Trust (SKA and SKPS).
- To liaise with the VP Inclusion/SENDCO, APs and Heads of Subject and SKPS staff to establish those students and pupils with Special Educational Needs and Disabilities (SEND) and generate appropriate plans to ensure progress of all students is achieved.
- To ensure appropriate guidance is given to all Houses, and subject areas and to individual staff regarding individual students' SEND in order to secure high quality provision for these students.
- To deliver INSET for STA/TAs/Learning Mentors as part of the new staff induction and ongoing support through mentoring and performance management.

JOB PROFILE



- To lead the coordination of student and pupil Provision Plans, and reviews and liaise with Deputy Headteacher SKPS, Heads of Year/parents and teaching and support staff in support of students on the Inclusion/Other Needs Profiles.
- To be responsible for generating an updated Inclusion and Other Needs Profile at the beginning of the academic year for each year group at SKA, and to have an advisory role for SKPS. For incoming Year 7, using information generated during transition from primary school, as well as CAT and reading age scores, to create incoming Year 7 Inclusion and Other Needs Profiles. These Profiles will provide detailed information on areas of need and identified strategies to support. To identify vulnerable groups and pass this information to the Trust Safeguarding Lead, Director of Year 7, Head of Year 7 and VP Inclusion/SEND. Regularly review and update throughout the year.
- To provide feedback to teaching staff on students' progress and achievement in relation to specifically their SEND.
- To support the smooth transition of students with Special Educational Needs and Disabilities to the Academy Trust in Year R and Year 7 and when students are in year admissions.
- To coordinate the recommendation for students to be discussed at LIFT, by reviewing students with the VP Inclusion/SEND who require a referral to LIFT, including those where a request for an EHCP assessment is planned. Liaise with parents, write the referral in collaboration with the Head of Year, attend LIFT meeting or LIFT Surgery to present the student(s). Liaise with the STLS and then ensure that all staff are notified of recommended strategies as appropriate. Provide regular updates back to LIFT as request.
- To support the AP Inclusion/SEND in preparing responses to consultation requests each academic year by having expert knowledge of what additional support SKA can provide within a mainstream environment.
- Prepare and support responses regarding EHCP Placement meetings
- To meet and greet SEND students before the Academy day to ensure they are fully prepared.
- Responsibility for the administration of concession testing.

Planning

- To make sure that the key objectives of the Academy/School Improvement Plans of the Academy Trust are reflected in the work, development and the practice of all staff working in the SEND function;
- To allocate resources according to identified student needs and plans and monitor effectiveness and efficiency of delivery.
- To ensure the Provision Plans for each year group are updated as appropriate to support funding applications across MAT.
- To ensure the Audit Tools for C&I, C&L and SEMH are updated as appropriate to support funding applications.

Staff management and monitoring:

- To manage and advise the Assistant Inclusion Manager and all those working within the SEND function, ensuring their performance management is carried out effectively.
- To identify the training needs of the SEND function and of the individuals within it and ensure CPD provision is in place and effectively monitor its impact.
- To monitor the quality of provision support provided by the Specialist Teaching Assistant and the Teaching Assistants, including through direct observation, using the agreed procedures and practices of the Academy Trust.
- To assist and support the AP Inclusion/SEND and VP Inclusion and Standards.

Target Setting, Assessment and Standards:

- To ensure that assessment is both regular and thorough and that clear records of SEND student assessments are kept;
- Using data available, such as CAT, KS2 and Reading Ages to monitor student progress and achievement in consultation with the AP Inclusion/SEND, SEND Teacher, and Assistant Inclusion Manager.
- To oversee and monitor the effectiveness of Specialist Teaching Assistant and Teaching Assistant deployment with the SEND function, to ensure those students with HNF have support in place in line with the individual Provision Plans.

JOB PROFILE



To work alongside the AP Inclusion/SENDSCO to monitor the quality of provision available to students identified as having SEND, and to advise teaching and support staff at SKA on appropriate strategies to improve this. (An advisory role for SKPS).

Administration:

- To coordinate the application of an EHCP assessment, to include the organisation of statutory documentation to support the process by collating evidence from parents and key staff.
- To lead on preparing a schedule for Annual Reviews and In-Year Reviews throughout the academic year. To co-ordinate the gathering of reports from teachers and parents within the statutory timeframe. To lead on ensuring the Annual Review and In-Year Reviews are held, and all statutory documentation is completed and sent to KCC SEND within the given time frame, including High Needs Funding applications as appropriate.
- To liaise with the VP Inclusion/SENDSCO and Assistant Inclusion Manager to create a list from Year 7 onwards of those students who may benefit from testing for exam concessions in Year 10. For those students with an EHCP, from Year 9 at Annual and In-Year Reviews begin to discuss with them and their parents on what concessions may be appropriate at GCSE.
- To ensure parents of students and pupils with SEND are updated on planned support within Focus Skills Groups and from support from the SEND Teacher.
- With the Assistant Inclusion Manager, to hold weekly meetings with the support staff, and feed back to the AP Inclusion/SENDSCO as appropriate.
- To be part of Student Review Meetings with the AP Inclusion/SENDSCO with Heads of Year. To support the cascading of relevant information to key staff as appropriate.
- Reviewing paediatric medical reports and actioning recommendations.

Representation and Liaison

- To ensure effective working relationships are in place with the parents and carers of those students with whom the SEND function works, and with those other professionals with whom the SEND function works to meet the needs of these students;

Additional Duties

- Comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
- Develop constructive relationships with all teaching staff and Associate staff leading by example at all times.
- Develop positive relationships and communicate effectively with external agencies and professionals.
- Engage in relevant training opportunities and performance management arrangements to support personal and professional development.
- Assist in the preparation and review of Academy Trust policy documents, specifically related to the SEND function, in liaison with the AP Inclusion/SENDSCO.
- To undertake other duties as may reasonably be assigned by the Academy Trust, recognising that the duties of this post may vary from time to time without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION



Criteria	Essential
Education/Qualifications & Professional Development	<ul style="list-style-type: none"> • Educated to at least NVQ Level 3 including GCSE grade C in English and Mathematics or equivalent • SEN Qualification(s) Level 4 NVQ or equivalent and meet HLTA standards • Evidence of relevant and challenging continuing professional development, in particular in SEND related matters
Skills & Knowledge	<ul style="list-style-type: none"> • Evidence of good/outstanding classroom support practice and clear demonstration of the ability to mentor/coach/model best practice to others. • Awareness and understanding of current legislation relating to all vulnerable groups and a proven record of actively promoting equality and diversity. • Extensive and successful experience of developing targeted intervention strategies based upon student performance data to accelerate student progress and attainment, with extensive knowledge of ICT to support this. • Proven record of developing other staff and appropriate professional relationships which allow both support and challenge. • A strong understanding and commitment to the Academy Trust vision and awareness of current legislation relating to education • Evidence of managing complex child protection/safeguarding matters. • Good knowledge of relevant health and safety legislation. • Evidence of working effectively and establishing positive relationships with a range of internal and external stakeholders
Experience	
Attributes/Personal Qualities	<ul style="list-style-type: none"> • Commitment to high educational, professional and personal standards • Understanding the importance of maintaining confidentiality • A flexible approach to work, including a sense of humour. • Ability to work independently and to tight deadlines • Commitment to equal opportunities and valuing diversity.

APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



PROFESSIONAL DEVELOPMENT



Professional Development

At The Skinners' Kent Academy our vision is one of a professional community driven by the principle of constant development; aiming to be research informed in everything we do. We believe that quality conversations between thoughtful professionals is the way to improve the quality of education we offer. For staff at the Academy, Professional Development Time (PDT) consists of independent research, seminar discussions, collaborative planning, time in teams and conferences.

Staff can shape their professional development, to support Academy improvement. Initially this is achieved as members of staff choose their own reading and research topics, forming professional peer groups to discuss the implementation of their reading. We also offer opportunities for more specialist development pathways.

New staff joining the Academy at any point in the academic year have an abridged induction programme to familiarise them with our systems and procedures.

Middle leaders at the Academy are nominated to take part in a variety of different programmes in an academic year. The Skinners' Company Middle Leadership Programme covers a range of issues that prospective and current middle leaders will find useful and informative. Participants in the programme are also invited to devise a House/Subject based project for the year, on which they will give feedback before each workshop. This mini project will be part of their own on-going professional development. Skinners' Schools Middle Leadership Programme is being offered again this year and will involve two/three colleagues (dates and venues as per the Academy calendar).

The Academy will also support applications from staff to take NPQs offered via [Ambition Institute](#) and staff are encouraged to participate in training programmes and courses offered by the [Chartered College of Teaching](#) (CCT). At present we have staff completing the Chartered College's Certificate of Informed Practice as well as staff gaining Chartered Leader status. The Academy is a Learning Partner of the College and is seeking to develop and strengthen its link between the Academy and CCT. The Academy is also an unlimited partner school of [The Prince's Teaching Institute](#) (PTI) which facilitates further professional development for

teaching staff through CPD subject days, leadership courses and support for new teachers.

More recently, as part of the Skinners' Company family of schools, staff have had the opportunity to attend seminars from speakers such as Peps Mcrea, Paul McGee and Mary Myatt. This is an area that the Academy is seeking to develop alongside the other Skinners' schools to deepen the link and relationships between them.

Early Career Teachers

All Early Career Teachers (ECTs) have a specialist, external national comprehensive induction programme. Our ECTs have their ECF (Early Career Framework) delivered through an appropriate body, for us this is the [Kent Teaching School Hub](#); we follow the core induction programme with the Ambition Institute as the lead provider. All ECTs will have a dedicated subject mentor and a dedicated Induction co-ordinator who will champion the programme, support mentors and early career teachers to engage, and hold them to account for doing so effectively whilst ensuring that mentoring time is protected. ECTs will also engage in whole Academy PDT where appropriate.

Initial Teacher Trainees

Our salaried Initial Teacher Trainees (ITTs) join us as a member of staff for a full academic year, they embrace all that the Academy has to offer from having a tutor group and running clubs to attending bespoke training and being on duty! Our ITTs join us from KMT (Kent and Medway Training) and those salaried or non-salaried attend KMT hub training days on a Thursday each week until Easter and then work with us 5 days a week until they qualify in late June. ITTs are supported by subject mentors and their professional tutor (Assistant Principal) constantly throughout their training and will go on a B placement for either 3 weeks (salaried) and 6 weeks (non-salaried) to a contrasting setting. Our trainees will also join us for PDT and will be included with their subject teams.

CHARTERED
COLLEGE OF
TEACHING



Registered
Learning
Partner 2022

STATEMENT OF INTENT FOR STAFF'S MENTAL HEALTH & WELLBEING



The Skinners' Kent Academy Trust is committed to providing a healthy and caring environment that promotes and supports positive mental health and wellbeing for our students, staff and stakeholders. Positive mental health and wellbeing is vital to what we do at school; it underpins the crucial work carried out to support students and their families. As a Trust we are highly committed to supporting staff's mental health and wellbeing, to ensure that there is a positive and supportive workplace.

Outlined below are some of the ways in which staff are supported:

- Key staff are trained as Mental Health Leads within the Trust: John Willoughby, Vice Principal and Zoe Balding, Teaching Assistant and SKPS Staff Governor.
- Timetabled staff social times, where staff are free to choose their activities whether on site or off site with out of Academy responsibilities

- Staff have access to the following programmes as part of their employee package from the Trust:
 - Headspace, providing resources and research around mindfulness and meditation
 - Maitland Health: Wellbeing and health promotion initiatives including full access to a dedicated Wellbeing website
- Free use of the Academy's fitness suite and sports facilities
- An email protocol which supports communications only between the hours of 7am and 6pm
- A working onsite protocol which encourages everyone to be off-site no later than 6pm
- Random act of kindness initiatives
- A commitment to support staff with personal issues and an empathetic approach to such events.



SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

We will also carry out online searches for all shortlisted candidates to identify any incidents or issues, related to suitability to work with children.

Pre-employment checks

- an enhanced DBS check is required for all successful applicants;
- prohibition and overseas checks will also be completed if necessary.

HOW TO APPLY

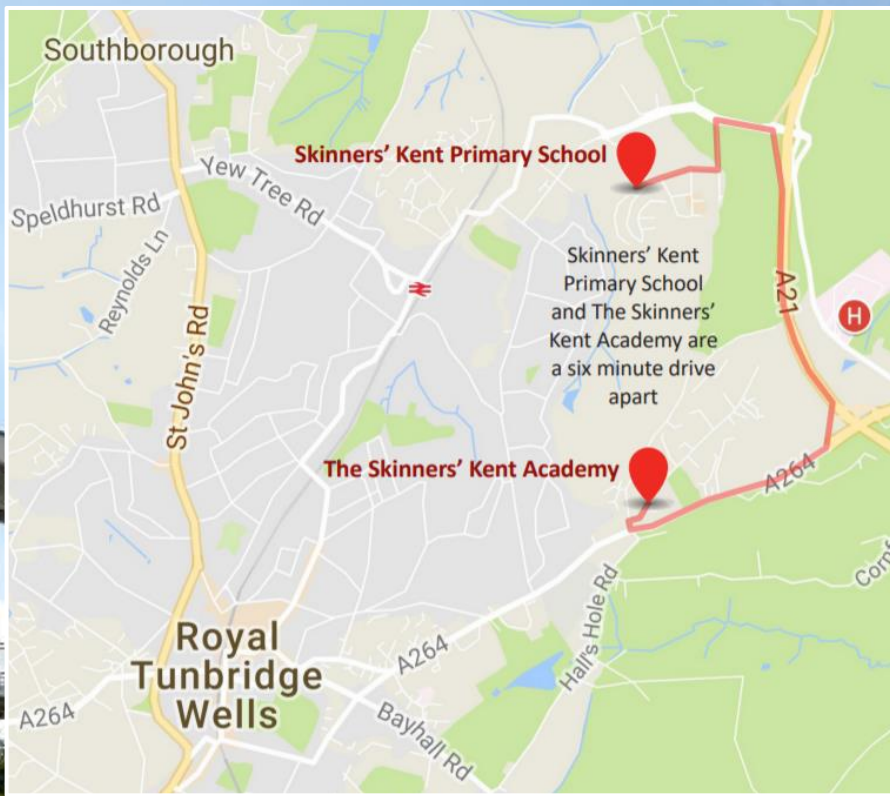


The closing date for applications is **Monday 5 June 2023 at 12 noon** with interviews commencing soon after.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on our [TES page](#).
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact Lorraine Barden, HR Manager, on **01892 553031**.

We look forward to hearing from you



PRIDE IN OUR SUCCESS



The Skinners' Kent Academy
 Sandown Park
 Tunbridge Wells
 Kent TN2 4PY

01892 534377
info@skannerskent.org.uk
www.skannerskentacademy.org.uk



Skinners' Kent Primary School
 The Avenue
 Knights Wood, Tunbridge Wells
 Kent TN2 3GS

01892 553060
info@skps.org.uk
www.skps.org.uk