



Kensington  
Aldridge Academy



**Clinical Psychologist  
Candidate Information Pack  
November 2017**

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 exciting role, our school's vision and ethos, and details of our sponsors and partners. Further background information is available in our Prospectus and Sixth Form Prospectus on our website.

KAA is a growing 11 – 18 academy situated in the heart of North Kensington. We opened in brand new buildings in 2014 and our facilities are second to none. We currently have 660 students in Years 7, 8, 9 and 12 with us, we have another 180 Year 7s and 120 Year 12s joining us in September 2017, and we will be a full school by September 2018.

At KAA we are building a school which has the very highest standards – both in terms of academic teaching and life beyond the classroom. In July 2014 the Department of Education reported we are “*one of the best new academies they had ever seen*” in terms of our planning and curriculum development. In November of that year we were inspected by Miriam Rosen, for HMCI, who wrote “*the academy has made a remarkable start and is already securing highly positive outcomes for students.*” We look forward to our first full Ofsted inspection in due course and aim to achieve ‘outstanding’ in all areas.

Staff at KAA are reflective, committed professionals, willing to do whatever it takes for our students to achieve the very best results. All students are encouraged to continue their education into the Sixth Form and to progress to university. We work closely with our four education partners, Godolphin & Latymer, Charterhouse, LAMDA and the Royal Academy of Dance to achieve this vision, and to give students access to a level of expertise rarely seen in the state sector.

In addition to offering a broad academic curriculum, KAA places particular emphasis on the development of entrepreneurship and the performing and creative arts. Like all Aldridge Foundation schools, entrepreneurship at KAA is about giving students the attributes, ambition and drive to become the business and social entrepreneurs of the future. We will develop students who have a passion for learning and enquiry and the maturity to self-direct their studies, take control of their own futures and make a real difference to the communities they work and live in. Our Kensington Creates business centre, located in the impressive four storey central atrium at KAA, is a major part of our entrepreneurial ethos and a very distinctive part of our academy. As a performing and creative arts specialist academy, we have a commitment to excellence in art, design technology, music, drama, and dance, and we aim to cultivate a broad range of talents in all our students.

This important role represents a unique opportunity to join a new academy with the highest expectations for students and staff, and to help shape the continued growth and expansion of our school over the coming years. Our facilities are world class – the academy is part of the £66 million KALC (Kensington Academy and Leisure Centre) redevelopment of North Kensington. We were very lucky to have had the opportunity to open a brand new school in state of the art buildings, in the heart of one of London's most famous boroughs. The school is now at an exciting stage of its development, and we are looking for talented and committed people who can help take it forward.

As Principal there is no greater priority for me than the recruitment and development of staff. At KAA we are working to build an exceptional school and to do that, of course, we need an exceptional staff team. I understand that I will be asking a lot from the staff, but in return I can promise extensive support and development opportunities, and the space to extend your skills which would be hard to find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form that can be found online at [www.kaa.org.uk](http://www.kaa.org.uk) and return it via e-mail to Lavinia Baboi at [recruitment@kaa.org.uk](mailto:recruitment@kaa.org.uk). Information on deadlines is contained on our website. If you have any queries please contact Lavinia or, if you would like to speak with me directly, please call on 0207 313 5800.

I look forward to receiving your application.

David Benson

## **Clinical Psychologist - Job Description**

**Reports to:** Assistant Principal - Inclusion

**Start date:** January 2018

**Contract:** Fixed term contract (1 year with potential to renew)

**Hours:** Full time or part time (to be discussed at interview)

**Salary:** £40,000 - £50,000 (depending on experience)

### **The Role**

We are recruiting for a Clinical Psychologist as part of the expansion of our therapy team following the fire at Grenfell tower in June 2017. The clinical psychologist will be school-based and will provide a specialised clinical psychology service to staff and students within the academy, including consultation with academy staff on how best to support the school community.

### **Current School Context**

Kensington Aldridge Academy is normally situated next to Grenfell tower in West London and the school community has been severely disrupted by the fire on 14<sup>th</sup> June 2017. Tragically a number of current and former students died in the fire and the academy has been temporarily displaced. The school is currently operating from a temporary site on Scrubs Lane around 1 mile from the original building.

A large number of students, parents and staff have been impacted both emotionally and practically by the Grenfell fire and as such this role represents a unique professional opportunity for the successful candidate to apply community psychology principles outside of a clinical setting and assist the school in supporting its students in exceptional circumstances.

You will join an existing team of therapists and counsellors from a range of agencies and partners and play a crucial role in co-ordinating and managing the support efforts for the academy and the wider community.

It is envisaged that approximately 50% of the role will be direct clinical work with students of the academy. You will work both individually and systemically – with key agents of change and stakeholders in the academy.

## Key responsibilities

- Carry out risk assessments on children and young people, and work under the management of the Assistant Principal - Inclusion and in collaboration with senior clinicians to manage these situations effectively
- Provide a specialised clinical psychology service to clients of the team, across all sectors of care; providing highly specialist psychological assessment, therapy and group work at the same time as offering advice and consultation on clients' psychological care to non-psychologist colleagues and to other, non-professional carers, working autonomously within professional guidelines
- Consulting with teachers and parents and developing models of both long-term and short-term support
- Supporting the academy leadership to make evidence-based decisions about the best models and provisions for affected students
- Working strategically and systemically with the school to design and implement systems and processes to manage the increased and complex profile of need
- Supporting the academy in planning the move back to our original site
- Supporting the academy management to develop its internal systems for therapy referral, assessment and provision
- Line management responsibility for our in-house therapists, directly employed by the school.
- Opportunity for multi-agency working and liaison with specialist therapeutic support services (CAMHS, Place2be, Educational Psychology, MIND etc.)
- Help the school to think creatively about ways to build resilience and support wellbeing for staff, students and families
- Carry out clinical assessments of young peoples' needs, and support the school and local agencies to allocate the right level of support
- To work as an autonomous professional within BPS and HCPC guidelines and codes of conduct, and guided by principles and policies or procedures of the service, taking responsibility for interpreting policies within defined parameters.
- To agree outcomes/results with your line managers and to decide how they are best achieved

## Person Specification

ESSENTIAL	DESIRABLE
<p><i>Qualifications</i></p> <ul style="list-style-type: none"> <li>• Doctorate or equivalent in clinical psychology</li> <li>• Qualified to work in the UK</li> </ul> <p><i>Experience</i></p> <ul style="list-style-type: none"> <li>• Experience of working with children in a clinical setting</li> <li>• Experience of delivering clinical supervision</li> <li>• Experience of working within other agencies or part of a multidisciplinary service</li> <li>• Experience of using a range of assessment techniques with children and young people</li> </ul> <p><i>Abilities</i></p> <ul style="list-style-type: none"> <li>• The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents</li> <li>• React sensitively to other people and recognise different viewpoints, beliefs, values and opinions</li> <li>• Treat children and young people we support and colleagues with respect, dignity, honesty and equality</li> <li>• Adapt your working style and level of support to an individual's needs or wishes</li> <li>• Look for continual improvement in your performance and in the performance of others</li> <li>• Work to agreed policies and procedures</li> <li>• Build close working relationships with colleagues when they need support</li> <li>• Value the different contributions that people can make within a team</li> <li>• Work under pressure using initiative</li> <li>• Recognise when to ask for help and to involve a senior colleague</li> </ul> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Knowledge of the theory and practice of specialised psychological assessments and interventions for children and young people to include complex trauma, and parenting interventions</li> <li>• Knowledge of legislation in relation to the client group and mental health issues, child and adult protection, and equalities</li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• An effective oral and written communicator with children, staff, parents and other professionals</li> <li>• Excellent interpersonal and listening skill with a high degree of emotional intelligence</li> <li>• Highly developed ICT skills; the ability to use Outlook, Excel, Word and PowerPoint with a high level of proficiency</li> <li>• Values and respects the views and perceptions of young people and knows how to respond appropriately to what they are communicating</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications relating to the above job description</li> <li>• Experience of working within a large team, preferably in a school environment</li> <li>• Experience of students with a range of special educational needs</li> </ul>

- Well-developed planning & organising skills including time management, prioritisation, delegation and administration
- Sound judgement and problem solving skills
- An ability and willingness to support teaching across more than one subject

#### *Motivation*

- Committed to the personal professional development of themselves and of others
- Committed to team work and working collaboratively with colleagues
- A clear vision of what you want your students to achieve, which is aligned to KAA's core vision and values
- A commitment to the safeguarding and welfare of all students

#### *Attributes*

- The ability to enthuse and inspire others
- Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction
- Confidence and self-motivation to work well and be decisive under pressure
- The flexibility to modify priorities in a fast paced and dynamic environment
- An entrepreneurial attitude
- Genuine belief in the potential of every student

**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.**

# Kensington Aldridge Academy

## Culture & Ethos

One of the distinctive aspects of being a start-up school is that you can define your culture from day one and set the bar sky high. When we opened KAA we had no existing population of students and teachers who were set in their ways – instead we set out our expectations clearly at the start and, because they were followed up with a consistently great ‘offer’, these expectations have been met. So, when we say that at KAA we walk on the left, or stand up when a visitor enters the room, or love homework, or all attend enrichment, then students comply with this (why wouldn’t they?).

As such, our school culture is extremely strong and students and staff alike feel proud to be part of the academy. 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 support staff and teachers, willing to do whatever it takes, can transform pupils' lives
- We are all learners, and as teachers and support staff we must model the learning behaviour we ask of students
- School should be a caring, safe place where pupils are happy
- Our pupils’ parents are our most important partners

## Supporting Learning at Kensington Aldridge Academy

At Kensington Aldridge Academy we take achievement for all very seriously. We are extremely proud of the progress that all of our students make and this is even more so for those who experience challenges or barriers to their learning. Not only do we have an excellent Learning Support Department, who work to support students with a wide range of educational needs, but we are privileged to have a Specialist Autism Centre on site, which is specifically dedicated to supporting the very unique needs of students with Autism. Our Learning Support Team work with students from both departments during the school day, but are specifically attached to one of the departments to provide a keyworker role for named students. The rapport that the keyworkers and the team build up with these, our most vulnerable students, is imperative to the students’ success.

You will work closely and develop partnerships with class teachers to ensure that classroom interventions are effective and have a lasting impact. We put a strong focus on independence for all of our pupils and develop plans to enhance their organisational and resilience skills. At the core of our mission, however, is the fundamental principle that any area of learning can be improved through targeted support and we endeavour to deliver this to the highest standard.

### I. LEARNING SUPPORT DEPARTMENT

The Learning Support Department at KAA is responsible for all students who require additional support during their time at school, including students in receipt of a Statement or an Education, Health and Care Plan. Our ambition and objective is to break down all barriers to learning to ensure

that every child receives an equal opportunity to fulfil their potential. While working at KAA you will encounter students with a large variety of needs including speech and language needs, cognition difficulties, behavioural difficulties and medical needs.

## **2. THE AUTISM SPECTRUM SPECIALIST CENTRE AT KAA:**

The Autism Centre at KAA, (internally known as The Grandin Centre) is The Royal Borough of Kensington and Chelsea's (and Tri- Borough's) specialist provision for students who have a specific diagnosis of Autism Spectrum Condition (ASC). The purpose of the provision is to enable students with moderate to high functioning ASC to benefit from the broad range of curricular and extra-curricular opportunities that are available to all students at KAA. The Centre aims to encourage students to participate, progress and achieve both alongside their peers in mainstream lessons and in any targeted interventions in the Centre.

## **Our Sponsors**

### **Lead Sponsor - The Aldridge Foundation**

The Aldridge Foundation is an educational charity founded by Sir Rod Aldridge OBE to help young people to reach their potential and improve their communities. To achieve this the Foundation sponsors non-selective community schools (as separate Charitable Trusts or as part of a Multi Academy Trust, Aldridge Education).

The Aldridge Foundation's vision is of a more successful society where young people, irrespective of their background, have the essential skills and entrepreneurial qualities they need to take control of their own lives and contribute to the community around them.

The Aldridge Foundation's goal is that, by the age of 25, all Aldridge graduates will have experienced an outstanding and enjoyable education and be able to sustain the life of their choice. They will be independent, thriving economically and making a real, positive contribution to their communities.

Their belief is that by introducing young people to, and helping develop in them, the core attributes of entrepreneurship, they can provide context and relevance to their learning, foster creativity, resilience, determination and self-reliance. These characteristics lead to the acquisition of further vital skills for adult life.

In academies sponsored by the Aldridge Foundation entrepreneurship provides context for the learning of core subjects and should be integrated into all areas of academy life. The Aldridge Foundation focuses on the development of entrepreneurial qualities, rather than only teaching business skills. These qualities include passion, determination, risk-taking, problem-solving, teamwork and creativity. Aldridge Foundation academies can also add additional qualities to this core list.

The Foundation and its Academies also work in partnership with local individuals and organisations (charitable, voluntary, commercial, public sector) to develop each Academy as a civic and community asset. Aldridge Foundation Academies are non-selective, free and there are no entrance examinations. Where practical, admissions processes are based on the existing local authority system.

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

We are part of another successful family of schools, the Local Education Authority of Kensington and Chelsea, who are our co-sponsors. Kensington and Chelsea are an extremely successful local education authority - some key headlines at secondary level are:

- All KC secondary schools are currently graded 'good' or 'outstanding' by Ofsted.
- In KC secondary schools 80% of students achieved 5+ GCSEs grades A\*- C - **which was 2nd nationally (to the Isles of Scilly) of 150 authorities in the UK, and first in London.**
- 75% of A Level papers were graded A\*- B in KC schools (compared with just 53% nationally).  
53% of KC students progressed to higher education, compared to 48% nationally – or 300 students (latest published data).

We intend to build on the success of Kensington and Chelsea primary schools, to ensure the significant proportion of our students who arrive with high attainment in Key Stage 2 hit the ground running in Year 7.

The Royal Borough has invested £16 million in the project to assist with the building of the academy, and are also funding a dedicated autism unit within the school, with provision for up to four students each year.

## Our Partners

We are lucky enough to be partnered with four elite educational institutions, all of whom are committed to working with our staff and students to realise the full potential of the academy.

Our partners are enhancing our curriculum at KAA and offering students and staff experiences and opportunities that are rarely, if ever, seen in the state sector.

They are:

- Godolphin & Latymer Girls School in Hammersmith
- Charterhouse school in Godalming
- The London Academy of Music and Dramatic Arts (LAMDA)
- The Royal Academy of Dance (RAD)

Our partnerships are evolving and, like all things, it is the **teachers who work at KAA** who really bring them to life. Some specific examples of the partnership work we do with our education partners is below:

- All curriculum leaders at KAA are partnered with a curriculum leader at Charterhouse and Godolphin & Latymer, to support the development of the KS3, 4 and 5 curriculum in their subject. One of the great advantages of KAA is that we opened at the same time as the new national curriculum and new GCSE and A-Level examination systems were launched. This gave our subject leaders the opportunity to align our curriculum with the requirements of the new system from the very beginning of the school. For example, we have a first rate model of 'No-Levels' assessment in KS3, and have engaged closely with the new specifications for GCSE and A-Level. Having the space to think through our curriculum from

first principles is an exciting intellectual challenge and Godolphin and Charterhouse are adding real rigour and ambition to our curriculum planning.

- 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.

## **Facilities**

The academy is a locally run, non-selective, co-educational state school for the local community in North Kensington. We are very proud to have opened in a brand new building that provides students with a world-class learning environment.

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
- Spaces for students to present and exhibit their creative/practical work to develop entrepreneurial attributes in an authentic context
- Access to the brand new Kensington Leisure Centre and swimming pool next door to the academy

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

## **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**

- Discounted membership of the brand new Kensington Leisure Centre.
- Significant professional development opportunities through our own training programme, our partners and the professional networks we train with (Princes Teaching Institute, Uncommon Schools, ARK Schools).
- Two week half term in October.
- Chance to lead the creation of an outstanding school.

## **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.

## **Our location**

Situated in the heart of North Kensington, Kensington Aldridge Academy is positioned in one of the most exciting and sought after parts of London. With Portobello Road, home to the famous Portobello Road Market, close by; there are plenty of bars, restaurants, shops and pubs to choose from. We have excellent transport links: just three minutes from Ladbroke Grove tube station, and within easy walking distance of Holland Park and Notting Hill stations, and many local bus routes.

We are temporarily based on Scrubs Lane near White City due to the recent fire at Grenfell Tower, we expect to return to our building in September 2018.

## **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.

If therefore, your application is not successful, we hope that you will not be discouraged and will still apply for other suitable vacancies at Kensington Aldridge Academy as and when they are advertised.

# BIOGRAPHIES

## **David Benson – Principal**



David is Principal of Kensington Aldridge Academy. He was appointed in March 2013, and has been in post full time since September 2013.

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, a turnaround school, and then Ark Academy in Wembley, a start-up which - just like KAA - opened in new buildings with initially just Year 7.

At Burlington Danes, David was part of the leadership team which turned the school around, raising attainment from 35% 5 A\*-C at GCSE (inc. EN & MA) in the year he joined to 75% in the year he left. He worked closely with Dame Sally Coates, the Principal at BDA, to deliver this improvement. In 2009 he was promoted within ARK to be a founding Vice Principal at Ark Academy. Along with Delia Smith OBE, the Principal, David led the planning and set-up of that school: recruiting the staff and students, inducting them, and planning the systems and structures that would underpin the school's success. The school opened to Year 7 in September 2010, and was judged "outstanding" by Ofsted in its first year. It is now in its seventh year and continues to go from strength to strength. As VP in charge of Assessment & Curriculum and Teaching & Learning, David was instrumental to both the school's initial success and then to maintaining its high standards as it grew.

The assessment and tracking system David developed at Ark Academy has been recognised as a model of best practice and has now been implemented across all ARK schools (and in some others). In his final year at Ark, David took on the role of ARK Network Lead for Assessment alongside his VP responsibilities, undertaking school improvement work in other ARK academies for one to two days each week. David has co-authored a book about the leadership and management of teaching & learning and assessment, 'Creating Outstanding Classrooms' (Routledge 2013), and edited a set of case studies which describe the process of opening a new school and leading it to outstanding (<http://arkacademy.org/case-studies>). In 2017 he has been interviewed in the national press on several occasions for his role in leading the academy after the Grenfell Tower fire – an example can be read here: <https://www.theguardian.com/uk-news/2017/aug/16/shellshocked-pupils-from-school-next-to-grenfell-tower-await-exam-results>.

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



Anna is Vice Principal in charge of Assessment and Curriculum. She was appointed in December 2013 to take up the post from April 2014. 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.

### **Rob Pavey – Vice Principal – Sixth Form**



Rob is Vice Principal and Head of Sixth Form at KAA. He was appointed in November 2015 and took up the post in January 2016.

Rob received a first-class degree in languages from Oxford, before completing seven years in the British Army, rising to the rank of Major. He then left the army to train as a teacher. He has held a number of leadership positions – for example Head of Modern Languages at Lancing College and Head of Sixth Form at Magdalen College School (MCS), Oxford. He has also worked at Dulwich College.

Rob has therefore seen, first hand, how the very top independent schools in the UK operate, and has detailed knowledge of what students need to do to secure top grades at A-Level and progress to Russell Group universities. The Sixth Form he has run at MCS for the last three years has been consistently in the top five schools in the UK for A-Level results.

He has, through his work in the Army and the community projects he is involved in, a wide breadth of experience and the personal qualities that are needed to see that this very distinctive project is a success. At KAA we are building a state sixth form offering excellent education, free at the point of delivery, to students from our wonderful community, irrespective of their backgrounds or family income.

### **Mark Harris – Finance Director**



Mark joined KAA in July 2016 as Finance Director responsible for all of the back office functions of the school comprising Administration, Facilities Management, Finance, HR and IT.

Prior to joining KAA, Mark worked at BG Group, a FTSE Top 25 oil and gas company. After training as an accountant, Mark held a number of senior management roles, most recently in global shared services where he had responsibility for the global employee service desk, HR systems and payroll as well as driving through process efficiencies in global accounts payable.

### **Ryan Bernard – Assistant Principal – Behaviour**



Ryan is Assistant Principal in charge of Behaviour for the academy. He joined KAA in August 2014 as Lead Teacher of PE. Since joining the academy he has founded a dynamic PE department, led Pankhurst as Head of House for 2 years, and been Director of Learning for Year 7. He was appointed Assistant Principal in February 2017 and took up the post in June 2017.

In 2015 Ryan completed a Master's degree in Teaching & Learning from the Institute of Education. Before joining KAA, Ryan was Head of Boys PE at Phoenix Academy, an 11 – 19 school in Shepherds Bush, London.

Whilst at Phoenix, Ryan had a number of responsibilities including GCSE programme delivery and Educational Visits Coordinator.

#### Katy Deacon – Assistant Principal – Tracking & Interventions



Katy is Assistant Principal in charge of Tracking & Interventions. Katy joined KAA in August 2014 as Second in Charge of Science with responsibility for the House System within the academy. In September 2015 she took up the role of Director of Learning for our founder cohort of students. She was appointed Assistant Principal in February 2017 and took up this post in June 2017.

Katy has been a Teacher of Science since 2007. In 2013 she completed a Master's degree in Education Management at Kings College London. Before joining KAA, Katy worked at Ark Academy and Rosendale College, both rated Outstanding by Ofsted.

#### Niall Dumigan – Assistant Principal – Inclusion (Interim Role)



Niall has an Interim role of Assistant Principal in charge of Inclusion in response to the fire at Grenfell Tower in June 2017. Niall was appointed in July 2017 and took up the role immediately to oversee student support following the fire.

Niall joined KAA in August 2014 as Lead Teacher of Learning Support, he was promoted to SENCO in September 2016. Prior to joining KAA, Niall was the Lead Teacher for Behaviour at John F Kennedy School, a Special Needs Academy in East London. Niall's extensive history in SEN education and learning support give him a wide range of experience for the responsibilities of Learning Support, SEN and Therapies at KAA.

#### Toby Fisher – Assistant Principal – Culture & Ethos



Toby is Assistant Principal for Culture and Ethos within the academy. He joined KAA in August 2014 as Lead Teacher of Music. In September 2016 Toby took up the role of Director of Learning for Year 12, assisting in leading our founder sixth formers to an excellent set of results in our first national examinations. He was appointed Assistant Principal in February 2017 and took up the role in June 2017.

Before joining KAA Toby was a Teacher of Music at Coombe Boys School. His previous experience as Duke of Edinburgh Leader at Coombe Boys School, Head of House at KAA, as well as Head of Year at both schools has given him extensive experience of pastoral and extra-curricular leadership.

### Laurence Kavanagh – Assistant Principal – Academy Specialisms



Laurence is Assistant Principal in charge of Academy Specialisms. As well as assisting in the daily logistical organisation of the academy day he is responsible for overseeing academy wide participation in Performing & Creative Arts whilst working with our official school partnerships LAMDA and RADA. Laurence also works with supporting students in alternative routes of education which includes KAA's focus on entrepreneurship and supporting heads of department to develop their curriculum to include such links.

Before joining the academy, Laurence was a Deputy Head of House and Teacher of English & Drama at Chelsea Academy, an 11-18 academy in West London, which was rated Outstanding by Ofsted in 2012. His work on anti-bullying was credited in the Ofsted report. Prior to this he worked at Stockwell Park High led by Judette Tapper (CBE) which was also rated Outstanding in both 2006 and 2012.

### **Basda Malik – Assistant Principal – Behaviour & Safety**



Basda Malik was appointed in March 2014 and took up this post in June 2014.

Basda was previously Assistant Director of Learning at Bishop Douglass Maths School. He was been appointed there when it was underperforming and was part of the leadership team that led the school to become a 'Most Improved' schools with the progress achieved by students in the top 10% in the country.

Basda has worked in various roles including Lead Teacher of History, Highly Able Coordinator, Director of Studies and Key Stage 4 Coordinator. His lead in history supported the department in doubling their results, with significant numbers achieving A/A\*. As Key Stage 4 Coordinator, Basda played a lead role in developing a framework that supported and challenged heads of years to enable them to be considered "Outstanding".

### **Rebekah Spalding - Assistant Principal - Teaching & Learning.**



Rebekah joined KAA in August 2014 as Lead Teacher of Art and was promoted to AP Teaching & Learning in her first year. Within her department she has developed an exciting and engaging curriculum based upon contemporary art which is leading to a love of the subject from all students and great progress over KS3.

As AP T&L she has worked closely with middle leaders and all teachers to create a widespread understanding of what makes great teaching at KAA and has had great success at developing teachers to "outstanding" – either through her own mentoring or the systems she oversees.

Prior to her role at KAA Rebekah was Head of Art at St. George's RC School, an 11 - 18 school in Maida Vale, London. St George's has been judged Outstanding in its last two Ofsted judgements. The Art GCSE results in 2014 where 89% A\* to C, with 18% of students being awarded an A\*. Rebekah played a key role at St. George's RC School, increasing the number of A-Level students gaining an A to C grade by 41%.

# LIFE AT KAA



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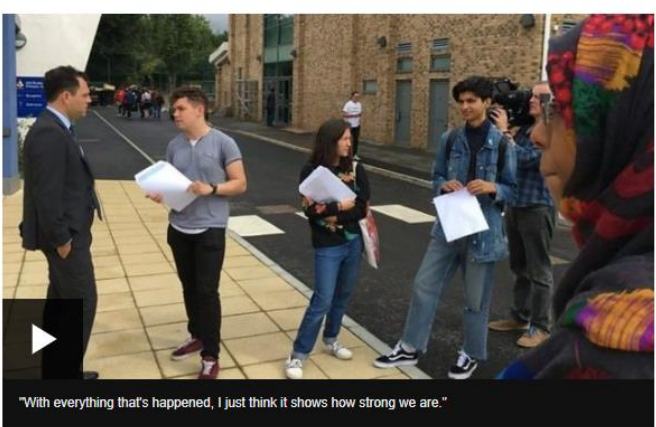
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By Judith Burns  
Education reporter

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"With everything that's happened, I just think it shows how strong we are."