



Kensington  
Aldridge Academy



**Learning Mentor**  
**Candidate Information Pack**  
**January 2024**



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](http://kaa.org.uk), including in the parent prospectuses and recruitment pages you can find there.

KAA is an 11 – 18 academy situated in the heart of Notting Hill. We opened in brand new buildings in 2014 with just Year 7 and our facilities are second to none. This is our tenth year of operation, and we are now a full school with 1,300 students in Years 7 to 13.

KAA is a high-performing academy with a strong local and national reputation. DfE performance tables consistently place us amongst the top schools nationally for student progress. Ofsted have judged the school to be “outstanding” in all categories and describe standards as “exceptional”. In 2018 we were named the TES “Secondary School of the Year”, and our 2022 Good Schools Guide review praises the “phenomenal” education students receive.

**Any success we have comes from the talent and dedication of our staff.**

KAA staff members are reflective, committed professionals, willing to do whatever it takes for our students to achieve the best results. This role is an opportunity to join a great staff team and make a significant contribution to our ongoing work.

As Principal, there is no higher priority for me than the recruitment and development of staff. **Like any school, we are a “people business” first and foremost.** We understand that we ask a lot from staff, but in return we provide extensive support and development opportunities and the space to extend your skills more than you would find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form that can be found online at [www.kaa.org.uk](http://www.kaa.org.uk) or the TES advert and return it via e-mail to Alice Burch, HR Manager, at [recruitment@kaa.org.uk](mailto: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,

Anna Jordan  
Principal

## **Learning Mentor - Job Description**

**Reports to:** Assistant Principal – Pastoral

**Application Deadline:** 9am on Monday 29<sup>th</sup> January 2024

**Start date:** 19<sup>th</sup> February 2024 (SPR2) or as close as reasonably possible

**Contract:** Full time during term time / permanent

**Salary:** S21 (£26,932) – S26 (£30,348) – *subject to experience*

### **The Role**

We are offering a fantastic opportunity for an inspiring individual to join our specialist mentoring provision at KAA and make a big difference to those students who need it most.

The Learning Mentor team at KAA bridges academic and pastoral support and focuses on removing barriers to learning and personal development which our vulnerable students may face.

You will develop effective and supportive mentoring relationships with a caseload of students in order to support their behaviour, social and/or emotional needs, as well as provide direct support to the leadership team with pastoral issues. Your work will primarily involve 1-1 student support, group sessions, family liaison and engagement with external services, however we require a Learning Mentor that will approach complex issues when students are struggling to cope at school in a flexible and creative manner to ensure that all of our students are supported to become the very best, they can be.

### **Key Responsibilities**

- Promote the inclusion of all students ensuring that they have equal access to opportunities to learn and develop.
- Develop and deliver specific targeted interventions to promote social, emotional and mental wellbeing.
- To ensure that all mentoring programmes provide a range of strategies that will motivate, challenge and empower further learning and ensure students make positive changes.
- Support learning and personal development through 1-1 mentoring, group sessions and specialise enrichment programmes.
- Provide ongoing support for students outside of the classroom.
- To monitor the progress of relevant students closely, from both an academic and pastoral perspective via frequent reporting.
- Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of exclusion.
- Communicate with an extended range of networks and partnerships include staff and parents to broker support and learning opportunities and improve the quality of provisions for students.
- Use behaviour management strategies effectively and in line with the school's policy and procedures, and fully contribute to a professional and purposeful learning environment.

- Complete home visits where there are concerns surrounding welfare and/or attendance.
- Be a visible and active presence in and around the KAA community to ensure all students are exhibiting the conduct we expect of them.
- Act as a focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g., family break up, loss, bereavement, friendships and illness.
- To assist staff in identifying pupils showing early signs of disengagement and those who would benefit from mentoring help to overcome barriers to learning.
- To proactively use data to identify patterns and trends to create relevant interventions.

#### *Supporting learning and inclusion*

- Develop and support a range of additional activities, clubs and programmes, which promote educational opportunities, active participation, welfare and personal development.
- Work with Directors of Learning to develop targeted pastoral interventions for improving attendance, behaviour and other pastoral concerns.
- To support children and young people's successful transfer between educational establishments and at key stages in their learning.
- Support the inclusion of those students with SEN in relation to their Social, Emotional and Mental Health.
- Facilitate restorative conversations between students during times of conflict and after major incidents.

#### *Working in partnership*

- Contribute to the safeguarding and protection of children and young people from abuse.
- Communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Contribute to Annual Reviews, Pastoral Support Plans and other reporting to outside stakeholders as required.
- Complete duties as required, including that of the internal exclusion room.
- Attend meetings and training as required, and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision.
- Where required, to cover for absent colleagues and ensure the school runs smoothly.
- To undertake other reasonable duties as directed by Line Manager/SLT.

#### **Other**

- To undertake training and development relevant to the post and in line with the Academy's priorities.
- To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld.
- To undertake other related duties which may be required from time to time within a reasonable workload.

***No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal.***

## **Person Specification**

- Qualified to work in the UK
- GCSEs, including English and Maths
- Appropriate Level 3 qualification with an academic or related focus (A-level, NVQ etc.)
- Able to demonstrate a record of continuing professional development
- Support the Academy's values and ethos by contributing to the development and implementation of policies, practices and procedures.

### ***General - experience of***

- Recent and successful experience of working in a mentoring role with young people, including individuals and groups in an educational or youth work establishment for a minimum of 3 years.
- Evidence of demonstrating flexibility, creativity and resilience when overcoming complex barriers with young people.
- Working and collaborating with outside agencies and contributing to a multi-agency approach towards specific students.
- Experience and knowledge of the National Curriculum and the National Literacy and Numeracy Strategies and of intervention or 'catch up' programmes.
- Experience of working with colleagues to set up short term action plans for individual pupils and supporting the pupils in achieving these targets.
- Experience of enacting and advocating solution-focussed or restorative approaches to behaviour with young people.
- Experience working with individuals with ASD and wider SEN needs such as SEMH and ADHD.
- Experience of leading successful enrichment and extra-curricular activities, which inspire and motivate learners.

### ***Personal skills (the ability to demonstrate)***

- Highly organised, able to plan and manage time effectively to ensure that all record-keeping and reporting together with departmental administration is carried out effectively.
- Genuine belief in the potential of every student.
- Highly developed ICT skills; the ability to use Outlook, Excel, Word, and PowerPoint with a high level of proficiency.
- Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff, parents and other professionals.

# Kensington Aldridge Academy

## Culture & Ethos

One of the distinctive aspects of being a start-up school is that you can define your culture from day one and set the bar sky high. When we opened KAA we had no existing population of students and teachers who were set in their ways – instead we set out our expectations clearly at the start and, because they were followed up with a consistently great ‘offer’, these expectations have been met. The opportunity we had to start from scratch and grow carefully is still a defining feature of our school, all these years on.

Our culture remains strong and students and staff alike feel very proud to be part of KAA. Students and their immense potential are at the heart of the work we do.

We believe:

- Every child has the potential to excel
- It is through hard work and discipline that success is achieved
- Outstanding teachers, willing to do whatever it takes, can transform students’ lives
- We are all learners, and as teachers we must model the learning behaviour we ask of students
- School should be a caring, safe place where students are happy
- Parents are our most important partners

## Teaching and Learning

Teaching and Learning is the core business of any school. All aspects of school life - attainment, progress, behaviour, ethos, attendance - flow from outstanding classroom teaching and, because of this, the classroom experience of students is our main concern. Our top priority is to ensure that students have a consistent diet of excellent lessons each day.

At KAA we have a model for teaching and learning that is of a national standard, and which is constantly evolving. Our approach is to treat **all** learners as intelligent individuals, irrespective of their prior attainment, and to support them all to go on to achieve the very best results. We work hard to ensure this model of teaching is widely understood and consistently implemented across the academy, and that is continually refined and improved as the school develops.

There are **three main aspects** 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, even worse, a few pages in the staff handbook that sets out expectations for lesson planning and offers a few templates. This is a developmental document; a research based handbook that provides clear guidelines on how to plan and deliver lessons. Our teaching and learning handbook is the central policy of the school – our ‘bible’ – and the basis of our on-going programmes of staff training and lesson observation. Candidates can review a copy in advance here: <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 short, medium and long-term planning; questioning; discussion; group work; literacy; extended writing; and many other aspects of classroom practice. Within this framework they can develop their own lessons and activities to suit their style and subject.

**High-quality staff training:** One of our mantras at KAA is, *'we learn best when we learn together'*. For us, staff training is something which is relevant to all, not just new staff and ECT's. We don't just reserve training for INSET days – we have an on-going programme of twilight sessions that take place during most weeks of the year. The majority of our training sees our own staff training each other on their areas of expertise. It is grounded in the T&L model – we take ideas from the handbook and illustrate them through training.

Where appropriate, we partner with external training providers. In-house training draws heavily on our archive of video recordings of lessons - we have invested in technology to allow teachers to record 'model' lessons (although it's often even more useful to show colleagues less successful lessons, assuming you are brave enough!). Most importantly, our training is mapped out well in advance, and linked to the overall academy improvement plan. We never make up sessions on the hoof, but always use lesson observation and other monitoring and evaluative tools to establish which aspect of the model needs refinement, and then use training to address this. In short, our on-going, high quality staff training programme inspires and motivates staff, and in time we expect to gain teaching school status and conduct school improvement work with other schools in the borough and beyond.

**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

**As staff we understand how central teaching and learning is to the work of the school. As such, there are three questions which are the hallmark of a KAA teacher:**

- **How do my students feel when they arrive at my classroom?**
- **Is my lesson worth behaving for?**
- **How could I have taught that lesson better?**



## Facilities

Distinctive features of our building include:

- A professional theatre
- Our own sports hall and dance studio
- A safe, enclosed rooftop football / sports pitch
- Specialist performing and creative arts classrooms for drama, art and performing arts
- Two music 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

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

## Our location

Situated in the heart of Notting Hill, Kensington Aldridge Academy is positioned in one of the most exciting and sought after parts of London. With Portobello Road, home to the famous Portobello Road Market, close by, there are plenty of bars, restaurants, shops and pubs to choose from. We have excellent transport links: 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.

## 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

## **Anna Jordan – Principal**



Anna is Principal at KAA. She was appointed in 2013 as Senior Vice Principal and took up headship in November 2023. She has been central to the growth and success of KAA since the school's inception ten years ago.

Prior to this role, Anna was Assistant Headteacher at Blessed Thomas Holford Catholic College (BTHCC), an 11-18 school in South Manchester. 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.

## QUOTES 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. The team at KAA have made a fantastic start and well on the road to establishing a truly great school.”***

***Sir David Carter, National Schools Commissioner***

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

***Michael Gove MP, Former Education Secretary***

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

***“Bring an appetite for learning and hard work and the school will provide a banquet of opportunities – academic, cultural and sporting. Every community should have one.”***

***Good Schools Guide***



# 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