



Kensington
Aldridge Academy



Higher Level Teaching Assistant (EAL)

Candidate Information Pack

June 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, 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 or the TES advert and return it via e-mail to Shola Ope, HR Manager, at recruitment@kaa.org.uk. If you have any queries, please contact Alice and it may be possible to arrange a conversation with myself or one of the leadership team here at KAA.

With best wishes,

Anna Jordan
Principal

Higher Level Teaching Assistant (EAL) - Job Description

Reports to: SENCO

Application Deadline: 5th July 2024

Start date: 27th August 2024

Contract: Full Time, permanent (term time plus 3 weeks - 39 weeks per year)

Salary: S23-S26 on KAA Support Staff Scale (£28,220 - £30,348 pro rata figure)

The Role

We have a fantastic opportunity to support our expanding cohort of students with English as an additional language. The successful candidate will be dedicated to working with students from a range of diverse cultures whose first language is not English. They will join a large, talented and driven Learning Support team and will have a unique opportunity to design and implement programmes of support for students' learning of English as an additional language.

At KAA we celebrate and unite the diverse cultures that make our community unique. We have a very high number of students with EAL at KAA, the majority of whom are confidently bilingual, however, a number of these students are new to English or still developing their language proficiency. This role is an exciting opportunity to work closely with these pupils and their teachers to ensure that they can confidently socialise as well as access the curriculum to their full potential and engage in the enrichment opportunities that we offer. This role is a great springboard for any aspiring classroom teachers, learning mentors or those who are looking for a rewarding opportunity in a dynamic environment.

Key Responsibilities

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

Supporting pupil progress and outcomes:

- Support students' learning of English as an additional language, tailoring support to match the learner's needs.

- To observe, record and provide feedback on student performance, tracking the progress of their language development.
- Liaising with teachers and Curriculum leaders to develop and deliver high quality interventions for EAL students.
- To deliver individual and group intervention programmes which provide a range of strategies that will motivate, challenge and empower further learning and will help students to make positive changes.
- Offer support in lessons to enable EAL students to overcome barriers to engagement and learning.
- To support and develop the independence of EAL students.
- Support students to access Enrichment and other non-academic opportunities.
- To support the assessment and monitoring of EAL learners' language development.
- Adapt and customise curriculum materials to be accessible for EAL learners.
- To support the emotional wellbeing of EAL students, providing pastoral care and liaising with Pastoral team where necessary.

Supporting learning and inclusion

- To promote inclusion and acceptance of all students in the school, including those with learning, language, physical, and social and emotional needs.
- To support student's successful transfer between educational establishments and at key stages in their learning. Support with the transition of new and mid-term entrants to the academy.
- To plan, deliver and assess small-group and one-to-one teaching and interventions.
- To assist with whole class teaching where appropriate.
- To reinforce Academy expectations at all times and challenge poor behaviour within and outside the classroom.
- To assist students' achievement outside of the classroom, e.g., computer lab, library.
- To support extracurricular activities including homework support, supported lunchtime and after-school enrichment activities.

Working in partnership

- To work with teachers to assess the needs of individual children.
- To develop and maintain appropriate contact with the families and carers of students with EAL needs and to keep them informed about the pupil's progress, and to secure positive family support for the pupil.
- To contribute to the safeguarding and protection of children and young people from abuse.
- To meet regularly with the line manager to discuss key students and other LSA activities, make use of advice and supervision to develop competencies.
- To 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.
- To keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.

Other support:

- To complete the administrative duties relevant to the role of EAL – Learning Support Assistant; including planning, record keeping, data entry, data tracking and report writing.
- To maintain student and family confidentiality at all times.
- To safeguard the wellbeing of KAA students, ensuring full compliance with the Safeguarding Policy.
- To attend regular meetings, training and briefings, as required, and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision.
- Where required, to cover for absent colleagues and ensure the school runs smoothly.
- To undertake other reasonable duties as directed by Line Manager/SLT.

Academy Culture:

- Support the Academy's values and ethos by contributing to the wider culture of the school and upholding the KAA core values.
- Help create a strong Academy community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help foster an academy culture and ethos that is utterly committed to achievement.
- Support and work in collaboration with colleagues and other professionals in, and beyond the school.
- Demonstrate a vision aligned with KAA's high aspirations and high expectations of self and others.

Person Specification

**The asterisked skills and experience are desirable but not essential*

Qualifications

- Qualified to work in the UK
- Qualified to at least degree level
- Qualified HLTA Status

General - experience of

- Experience of supporting EAL students in a secondary school environment.
- Experience of working with a range of EAL learners, from those new to English (A on the DFE competency scale) to those developing competency and fluency.
- The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents.
- The ability to contribute to the wider work of the school, including our work as tutors and other activities.
- Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation.
- Ability to be resilient and flexible and to try different approaches with children whose needs may be very different.
- The ability to develop positive working relationships with all young people.
- Ability to plan, monitor, evaluate and review all interventions with students.
- Evidence of continuing professional development relating to EAL (i.e. courses from The Bell Foundation, NALDIC)*
- Further professional qualifications relating to the above job description*
- Experience with working with students with Moderate Learning Difficulties, including Down Syndrome*
- Experience working with students with ASD and/or Specific Speech, Language and Communication Difficulties*
- Experience or knowledge of the National Curriculum and the National Literacy and Numeracy Strategies and of intervention or 'catch up' programmes*

Leadership and management – the ability to demonstrate

- An effective leadership style that encourages participation, innovation and develops colleagues' confidence.
- The ability to lead, coach and motivate students within the systems and structures in your school, challenging underperformance whilst building self-esteem.
- Excellent written communication skills, and a professional and clear written style.
- 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.
- Values and respects the views and perceptions of young people and knows how to respond appropriately to what they are communicating.

- Well-developed planning & organising skills including time management, prioritisation, delegation and administration.
- Sound judgement and problem-solving skills.
- An ability and willingness to support teaching and/or teach across more than one subject.
- A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively to raise individuals' and cohorts' attainment.
- An understanding and empathy towards individuals and families with EAL needs.
- Willing to be fully engaged in the whole life of the school including extra-curricular activities.
- Committed to the personal and professional development of themselves and others.
- Committed to teamwork and working collaboratively with colleagues.
- A clear vision of what you want your students to achieve, which is aligned with KAA's core vision and values.
- A commitment to the safeguarding and welfare of all pupils.
- 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.
- 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.

The Grandin Centre

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



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

Students at the Grandin centre also benefit from regular Occupational Therapist and Speech and Language Therapists input from outside professionals who are part of our

team. The Grandin Centre is recognised both locally and nationally as a centre of excellence in supporting students with autism to access a mainstream education and is heavily oversubscribed. We have capacity for 20 students in total at the centre and unfortunately must turn away many applications each year (we currently have 26 students).

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

About 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 of Senior Team

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.

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

“Staff and pupils are proud of their school. The school has fostered a strong community that is welcoming and warm. The school is led with both sensitivity and determination, building a vibrant school in which pupils excel.” - Ofsted, 2024

“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



Princess of Wales



David Carter



Gillian Anderson



Sadiq Khan



Prince Harry



Damian Hinds



King Charles



David Cameron