



Kensington
Aldridge Academy



Registrar

Candidate Information Pack

July 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

Registrar

Reports to: Senior Data Manager

Application Deadline: Monday 5th August 9am

Start date: August 2024

Contract: Permanent - 39 hours per week, 42 weeks per year (term time plus 3 weeks)

Salary: S23-S28 on the KAA Support Staff Scale (£30,485 - £34,533 – pro rata to £28,220 - £31,967)

The Role

The Registrar will play a key part in the planning, preparation and execution of key admissions-related events and cycles as well as keeping accurate and up-to-date pupil records for all students on-roll, and ensuring an exceptional standard of written communication with parents of students on roll at the academy.

The Registrar is responsible for ensuring that admissions processes into KAA at all ages are administered efficiently and with due regard to legal admissions processes. They also have responsibility for parent communications with current and prospective parents of students at the academy, and supporting other data processes throughout the year (including attendance and parent reporting processes).

The successful candidate will have excellent interpersonal skills and the ability to interact well with parents (current and prospective). They will be someone with a range of administrative skills, including strong interpersonal and critical thinking skills, and the ability to learn quickly. Exceptional written communication is essential, as well as experience of using Microsoft Office, Google Suite, and SIMs.

Job Description

Admissions

- Respond to telephone, in person and written enquiries relating to the registration process at KAA.
- Liaise with the local authority (RBKC) and feeder schools to coordinate the collation of information on prospective applicants (including secondary transfer and in-year applications).
- Work closely with the Assistant Principal – Sixth Form on Year 12 admissions process, managing the administration of applications, offers and enrolment via Applicaa.
- Distribute admission communications to offer holders for secondary transfer and sixth form via mailmerge / Applicaa.
- Manage the administration of secondary transfer admissions, including the management of Performing Arts aptitude admissions, scheduling auditions and sending mail merge communication to parents with appointment times and outcomes.
- Schedule and provide administrative support for secondary transition and Year 12 admissions interviews.
- Keep up to date with wider admissions policies and procedures.

Student Records

- Collect, update and maintain appropriate data on current and prospective pupils (incl. Free School Meals, medical information, prior schooling, prior attainment records and any fields required for statutory returns on the school census).
- Enter all registration data into the management information system database (incl. CTF file management).
- Ensure all pupil hard files are maintained and paper work filed in compliance with data protection policies.
- Update, on an on-going basis, any changes to admissions information within the school's management information system (e.g., change of address and contact information).
- To manage the procedures relating to pupil transfers in accordance with school/LA policy and the safe transfer of their pupil records.
- To work with the pastoral teams with regards to tracking of students who are educated off-site on alternative provisions and manage the end-to-end administration of this process.
- Responsible for the administration and organisation of school photos to include; arranging photographer visit, production of class/sibling lists, supervising on day, distributing photos when returned, uploading photos onto the MIS system of the school.
- To ensure all extra-curricular provision data for students is accurately tracked on the Extra-Curricular provision tracker for reporting back to SLT and Trustees.

Communications & Marketing

- Be the main point of contact and organise all open days, school visits and events relating to admissions.
- To work with the school's designer and Principal to finalise and publish the School Prospectus in a timely manner each school year.
- To liaise with the LA regarding details, images and copy for School Admissions marketing material (including the RBKC Hints & Tips booklet).
- To proof, edit and circulate all official school parent communications via SIMS InTouch (email and text message).
- To create and circulate the school's fortnightly newsletter for parents, the 'Intrepidus Newsletter' via MailChimp.

Data & Attendance

- Supporting the attendance officer with ensuring daily attendance information is entered accurately into the system.
- Establishing the reason for absences, including telephone calls, letters and home visits, in liaison with the tutors and other staff.
- Print daily school evacuation registers in line with the Evacuation Policy
- To keep up to date with data protection policies and ensure all activities adhere to these guidelines
- To carry out administrative tasks and support for the data and pastoral teams as and when required

Academy Culture

- Support the academy's values and ethos by contributing to the development and implementation of policies, practices and procedures.
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Support and work in collaboration with colleagues and other professionals

Person Specification

Education/Qualifications (indicates desirable not essential)*

- Qualified to work in the UK
- Strong academic background at GCSE/A-Level (or equivalent)
- *Undergraduate degree or equivalent
- Able to demonstrate a record of continuing professional development

Experience (indicates desirable not essential)*

- Career experience in an administrative role
- Proven experience of working with a high degree of accuracy and attention to detail
- Excellent IT skills with experience using MS Office including Word (advanced), Excel (intermediate), PowerPoint (advanced), and Outlook (advanced)
- Experience using Google Workspace including Docs (advanced), Sheets (intermediate), Slides (advanced), Meets (advanced), Mail (advanced) and Forms (advanced)
- *Having some knowledge of school-based systems (e.g. SIMS / Appliaca)

Skills & Knowledge

- Excellent administrative and organisational skills
- Exceptional written and oral communication skills, with exacting standards and a keen eye for detail
- Inter-personal awareness, including initiative, diplomacy, discretion and a professional approach
- Able to multi-task, prioritise workload and meet tight deadlines
- Able to take ownership of tasks and work with minimal supervision
- Confidence and self-motivation to work well and be decisive under pressure
- Excellent interpersonal skills with children and adults
- The ability to contribute to the wider work of the school

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.

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. 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