Kensington Aldridge Academy

Teacher of Music (Maternity Cover)

Candidate Information Pack

September 2026

Ofsted Outstanding Provider

tes schools awards 2018 Winner Services to education

THE GOOD SCHOOLS GUIDE

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 twelfth 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. Ofsted have twice 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/recruitment and return it via e-mail to our HR Manager, at recruitment@kaa.org.uk, or use the "quick apply" application form via the TES advert. If you have any queries, please contact our HR Manager 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

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

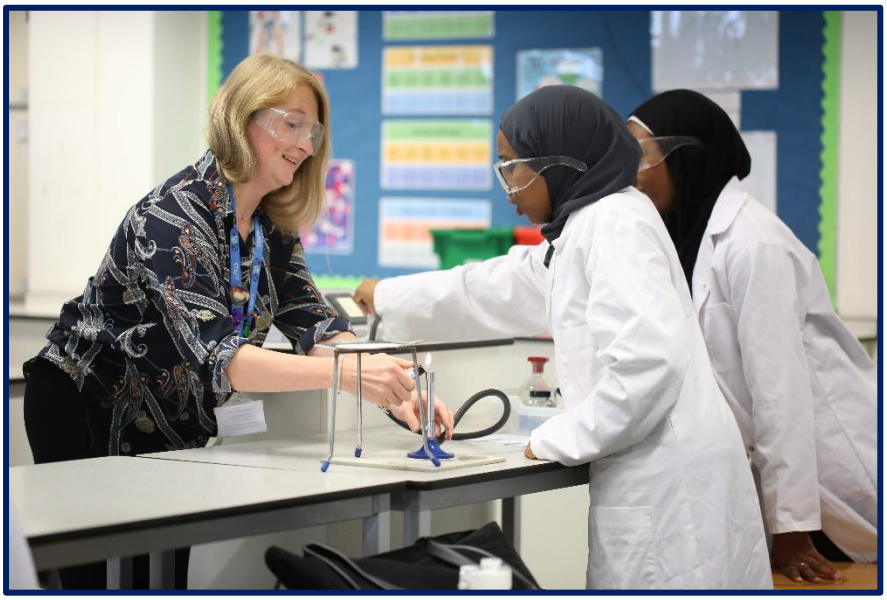
Teaching and Learning

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** in 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.



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 recognises that "we learn best, when we learn together".

Lesson observation: We adopt a 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 classrooms, a professional recording studio and lots of smaller practice rooms

- 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 Kensington Leisure Centre and swimming pool next door to the academy
- Access to the Westway Sports Centre, less than 200m from 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: less than a minute from Latimer Road tube station, just three minutes from Ladbroke Grove station, and within easy walking distance of Holland Park and Notting Hill stations, and many local bus routes. This is a vibrant and diverse part of London; famous for the Notting Hill Carnival, and one well-connected to the museums, galleries, theatres, parks and other cultural perks of central London.

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 Kensington Leisure Centre.
- A two-week half term holiday 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 all staff.
- Free weekly staff wellbeing activities; yoga, circuits, salsa, football and more.
- Access to an Employees Assistance Programme, for anyone who may need additional support.
- One-to-one mentoring and support for all new teachers
- Regular career progression opportunities and access to a wide range of nationally recognised CPD programmes.

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/.

Teacher of Music (Maternity Cover)
Reports to: Head of Department (and Director of Performing & Creative Arts)
Application Deadline: Thursday 1st October 2026
Start date: November 2026 ideally, but can be discussed at interview
Contract: Fixed Term Contract (Maternity Cover)
Salary: MPS / UPS (Inner London)

The Role

We are offering an exciting opportunity to join a creative and ambitious Music Department, set within a school that celebrates and prioritises the arts. The role is a fixed term maternity cover contract as a Teacher of Music, teaching students across a spread of ages and attainment levels. Music plays an important role in the life of KAA, both within the curriculum and through our wider co-curricular programme.

Our Music curriculum is designed to develop students' musical knowledge, creativity and confidence, combining practical music-making with strong theoretical understanding. Beyond the classroom, students have opportunities to develop their talents through performances, clubs and other musical activities across the academy.

We are looking for an enthusiastic and committed teacher who can bring energy and creativity to the department, while maintaining high expectations for all students. At KAA, both internal and external CPD is prioritised at every experience level. Whether you are an experienced Music teacher or earlier in your career, this role offers an excellent opportunity to develop your skills in a supportive and community-focused school.

Key Responsibilities

- Teach engaging and effective lessons that motivate, inspire and lead to rapid and sustained progress for all students.
- With direction from your subject leader, plan and prepare high-quality schemes of work and lessons.
- Use regular assessment to set targets for students, monitor progress and address gaps in their understanding.
- Maintain regular and productive communication with students, parents and carers, to report on progress, sanctions and rewards and all other communications.
- Produce/contribute to written assessments, reports and references relating to individual and groups of students.

Outcomes and activities

Teaching and Learning

- Ensure students make progress at least in line with academy expectations.
- Ensure students' exercise books/folders for your classes are well presented and organised.
- Actively develop and enhance your own subject knowledge, taking advantage of all opportunities to do so.

- Participate in the morning reading programme, helping students to become confident, passionate readers.
- Deliver after school enrichment activities, developing students' enthusiasm and confidence in your subject.
- Implement the academy's behaviour policy, ensuring an orderly and safe atmosphere in school, based on a culture of mutual respect.
- Set regular, measurable and challenging assessments and ensure students prepare thoroughly for them.
- Provide regular and high-quality marking and feedback to students, in line with department policies.
- Maintain accurate student data - including CATs scores and reading ages - and use this to inform lesson planning.
- Ensure the regular setting and consistent completion of homework / independent learning.
- Differentiate for lower attaining students in your classes and work closely with SEN staff.

Academy Culture

- Support the academy's values and ethos by contributing to the development and implementation of all school policies, practices and procedures.
- Be an effective form tutor, completing all the duties set out in the KAA Form Tutor handbook to a high standard.
- Help us build a strong sense of community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Support our culture of ever-extending student achievement and commitment to our core values.
- Work collegiately with colleagues across the school, covering lessons and providing other support as required.
- Maintain a vision that is aligned with KAA's high aspirations and high expectations of self and others.

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 or SLT.

Person Specification

Qualification criteria

- Qualified to at least degree level
- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

General - experience of:

- Evidence of being, or having the clear potential to be, an outstanding teacher of their subject.
- Having strong behaviour management skills.
- Having worked within and/or contributed to a successful department.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Contributing to intervention programmes at a department/year group/whole school level that have had a proven impact on attitude and attainment.
- Tracking and monitoring identified groups and delivering intervention programmes which have shown a positive impact on behaviour and progress.

Leadership and management – the ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they work with, which motivates and encourages others to participate and go the extra mile.
- Strong interpersonal, written and oral communication skills.
- Strong organisational skills:
    - the use of effective time management
    - the ability to prioritise
- Resilience and motivation to work through day-to-day challenges whilst maintaining a clear vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every student.
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role.
- An understanding of the strategies required to establish high standards of behaviour in an inner London school, and a commitment to implementing these strategies.
- An ambassadorial approach in all dealings with parents and the wider community.
- Confident and effective presentational skills during public speaking.

This post is subject to an enhanced DBS disclosure, and the post holder must be committed to safeguarding the welfare of children.

Biographies of Senior Team

Anna Jordan – Principal

Anna has been Principal at KAA since November 2023. She was appointed in 2013 as Vice Principal and 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. 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 there, 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 structure of their curriculum.

Ryan Bernard – Senior Vice Principal

Ryan is Senior Vice Principal 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. He took up the Senior Vice Principal role in September 2024. 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.

Amy Gurnell – Vice Principal

Amy is Vice Principal Pastoral & Designated Safeguarding Lead at KAA. She studied BA Drama at Queen Mary, University of London, prior to completing her Postgraduate Certificate in Education (PGCE) at Goldsmiths, University of London. She joined KAA in 2016 as a Teacher of Drama and was promoted to Director of Learning for Year 7 in 2018. Amy developed the academy's Year 6 transition process during two consecutive years as the Director of Learning for the incoming Year 7s. She was promoted to Assistant Principal (Pastoral) in July 2020 and was then promoted to Vice Principal in June 2024.

James Waller – Vice Principal

James is Vice Principal for Teaching & Learning at KAA. James completed a BSc in English at the University of Leicester before completing a PGCE at Sheffield Hallam University. Before joining KAA, James taught at Hungerhill School, an outstanding school in Doncaster, where he also held the role of Strategic Lead for Curriculum & Assessment. James joined KAA in 2016 as a Teacher of English and was promoted to Director of English in 2019. He was promoted to Assistant Principal (Teaching & Learning) in April 2022. James was promoted to Vice Principal in June 2024.

FEEDBACK ON 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 2022

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