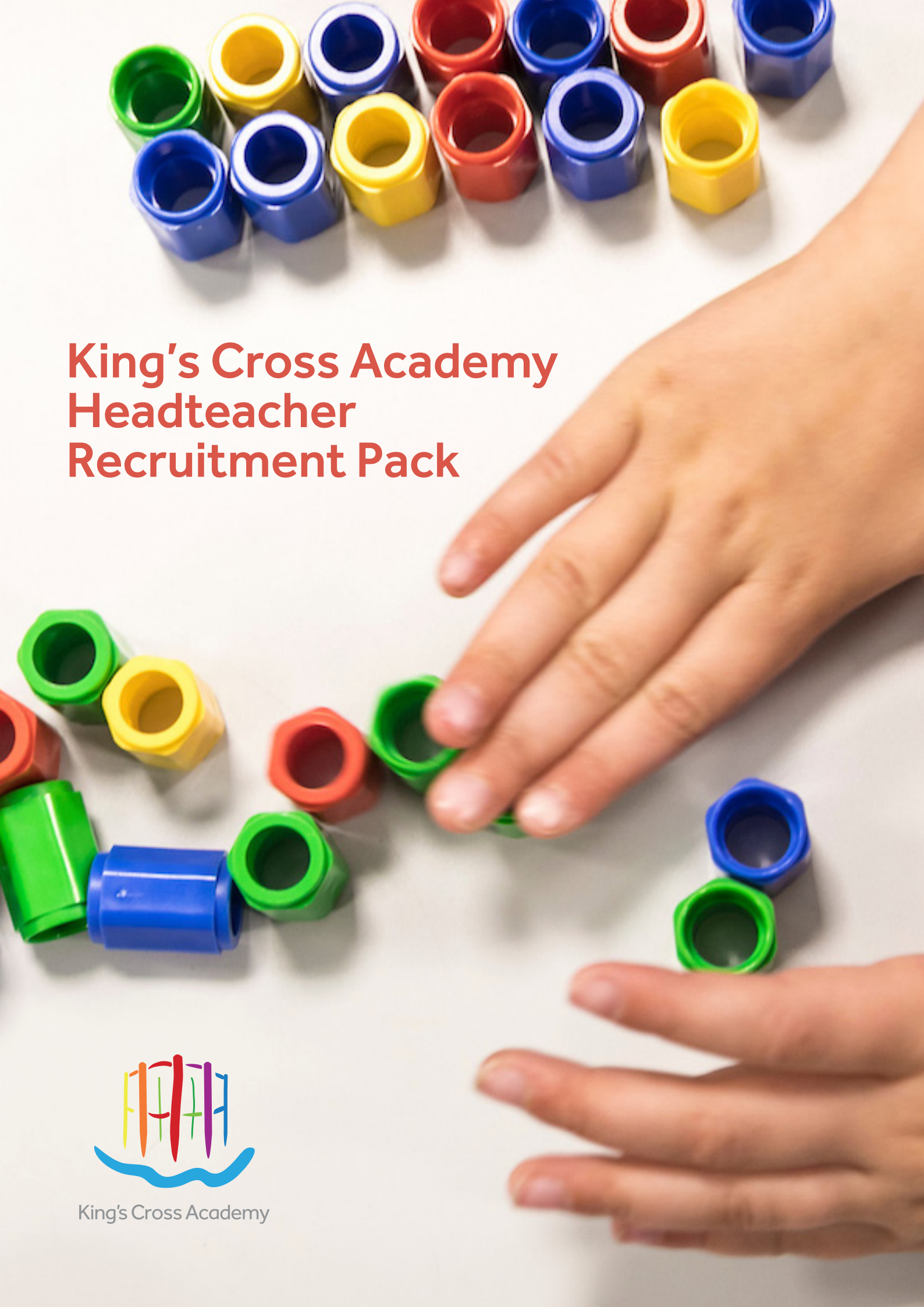


A close-up photograph of a hand reaching towards several colorful plastic bottle caps (green, yellow, blue, red) scattered on a white surface. The caps are arranged in a loose cluster, and the hand is positioned as if about to pick one up. The background is a plain, light-colored surface.

King's Cross Academy Headteacher Recruitment Pack



King's Cross Academy



Dear Applicant

Thank you for taking an interest in the role of Headteacher of King's Cross Academy. The Academy opened in September 2015, as part of an innovative education campus, collocated with Frank Barnes School for Deaf Children and in the heart of King's Cross.

King's Cross is an exceptional place: one that represents the best of Central London. New homes, offices and workplaces; shops, cafés and restaurants; higher educational institutions; leisure, social and community facilities are set around new streets and outstanding public spaces, framed by historic buildings and structures. King's Cross is a melting pot of media, fashion and advertising, design, 'tech' and life sciences, world-class teaching, inspiring designers and leading companies. Central Saint Martins (part of the University of the Arts London), the Aga Khan University, Google, Meta, Havas, Samsung, Sony Music and Nike are all here, with The Francis Crick Institute and British Library also just around the corner. The King's Cross Central Limited Partnership (KCCLP) is the developer responsible for King's Cross and also sponsors the Academy. It too is based on the Estate alongside Argent, one of its partners.

The Academy is located in the 'Plimsoll Building', just to the west of Granary Square and along the historic Regent's Canal.

Every aspect of the Academy should be the best it can possibly be. We want to give our pupils the best possible education and the best learning opportunities to face the challenges of the 21st Century, so they leave us as highly successful lifelong learners with the aspiration to achieve even more in their future lives.

Kind Regards

Robert Evans
Chair of the Governing Body

Sadly, our current and founding Headteacher has become unwell and it is therefore necessary for us to seek a new leader to build on his achievements for the Academy.

We are a single academy trust whilst also being an active member of the Camden family of schools, with the founding Headteacher actively joining in the regular meetings of local headteachers and taking advantage of a range of Camden support services. We draw upon the amazing facilities created at King's Cross and our unique relationship with many of the local occupiers listed above and across the wider area, to develop a first-class educational offer and enrichment programme.

The Academy sits at the heart of the King's Cross community, with a remarkable level of engagement from parents and occupiers on the development. Our motto is 'love learning together' and it embraces our pupils, parents, teachers and staff. Visitors often comment on the energy and excitement for learning they feel when they come through the doors. Everyone involved in the school feels that excitement too, and the Governors have high expectations of anyone who works with us. We are looking for a dynamic and inspiring individual to share this excitement, work with us and build on our successful foundations, to transform the lives of children and families in King's Cross. In turn the Trust and the Governing Body, drawn from Argent and KCCLP, parents, staff and the wider community, offer outstanding expertise and support, concern for staff well-being and incredible opportunities for the right candidate to tap into.

Introduction

King's Cross Academy Trust is seeking an outstanding Headteacher who shares our vision, values, ethos and passion for the role of education in transforming lives. We intend to appoint an individual who will build on the work of the founding Headteacher; who cares passionately about the children and the Academy; who will work continuously to do the best for them; who can develop and get the best from a fantastic team; a good communicator who is comfortable with engaging with diverse audiences; and who is deeply focussed on learning with strong philosophical underpinnings.



About King's Cross Academy

The overriding vision for King's Cross is to create an exceptional area of London, one that presents a world-class offer to people who will choose to live, work, study or spend time here. It is an eclectic place: professional without being corporate, with many different kinds of activity successfully co-existing side by side: well integrated with the areas around it and designed to be sustainable for many decades. King's Cross Academy lies at the heart of this new area.

King's Cross Academy is collocated with Frank Barnes School for Deaf Children, situated to the north of King's Cross and St Pancras station, close to the Regent's Canal and Camley Street Natural Park. The schools occupy the ground and first floors of a 15 storey building, with apartments above, accessed by a separate entrance off Handyside Street.

King's Cross Academy opened as a 2 form entry (420 place) primary school with a 26 place nursery for 3-4 year olds. In 2015 the intake was restricted to the nursery and two Reception classes and expanded by one year group each year until 2021 when we reached capacity across all years.

The school premises were purpose-designed with shared spaces for staff training and collaborative development and for children from both schools to play together. The schools' community celebrates bilingualism: English, British Sign Language (BSL) and other community languages. We have a wonderful inclusive and diverse cultural mix, with all children feeling a deep sense of belonging in the schools.

The Academy has its own secure playground on site. It also has access to a new urban park within the re-erected Gas Holder No. 8, the symbol of the school, and to a multi-use games area in the

adjacent building. Academy children largely come to school on foot or by bike. We offer breakfast and after school clubs and a good range of extended school and co-curricular activities as well as summer holiday sports camps.

The Academy is well-managed financially with significant skills in finance, audit and risk both in the school and on the Governing Body. The new Headteacher will find the school in a good financial state with healthy reserves and clean audits. KCCLP as sponsors have helped fund the co-curricular offer since 2015.

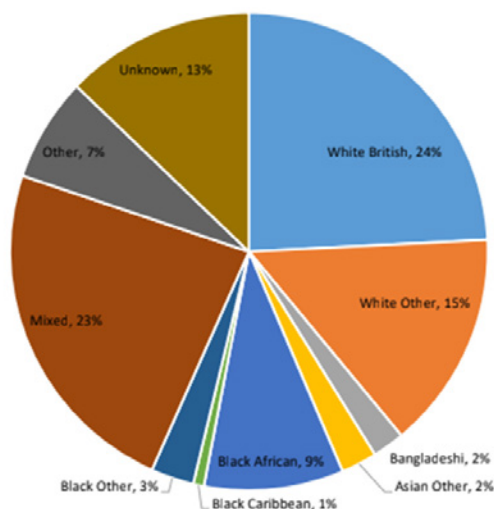
King's Cross Academy has been fundamental to the wider regeneration of King's Cross, delivering benefits to the whole community. The on-going transformation of the area which on completion will include 26 acres of open public space, 10 new public places, 42,000 people living, working and studying in the area, 50 new and restored buildings, close to 1,700 homes and 1km of canalside, is one of the largest, most significant and successful urban development projects in the UK. Over the past 20 years, what was an underused industrial site has been transformed and rejuvenated. This is now a thriving and growing community. Each day the King's Cross Estate welcomes and attracts a mixture of students, workers, residents, shoppers, visitors and tourists. King's Cross has a distinctive sense of place and community. It is regularly held up as a benchmark for development and regeneration in London; and often welcomes visitors from other cities, across the world, to share its approach to place-making, 'net zero' carbon and social value. The Academy lies at the heart of the development, the neighbourhood and community and its Headteacher is an important leader and advocate for the role of education in transforming lives.

Key Stats

Pupils (as at January 2023)

Pupils on roll	388
Pupils eligible for pupil premium	41%
% pupils with statement of SEN	26%
% pupils BME	76%
% pupils EAL	16%
Pupil mobility	22%
Compared with 9% in 2019	

Ethnicity Profile 2021-2022



Staff (as at January 2023)

Staff: 48 (FTE 45.6)

SLT: 5 Headteacher, Deputy Headteacher (SENDCo), 2 AHTs, School Business Manager

Teaching Staff: 15 class teachers (FTE 14.6), 4 non-class based (FTE 3.8) - 1 Language teacher (FTE: 1), PE teacher (FTE: 1), Stretch and challenge 1 (FTE: 0.5), ICT 1 (FTE: 0.8)

Teaching Assistants: 14 (FTE 13.9)

Pastoral Care Manager: 1 (FTE 1.0)

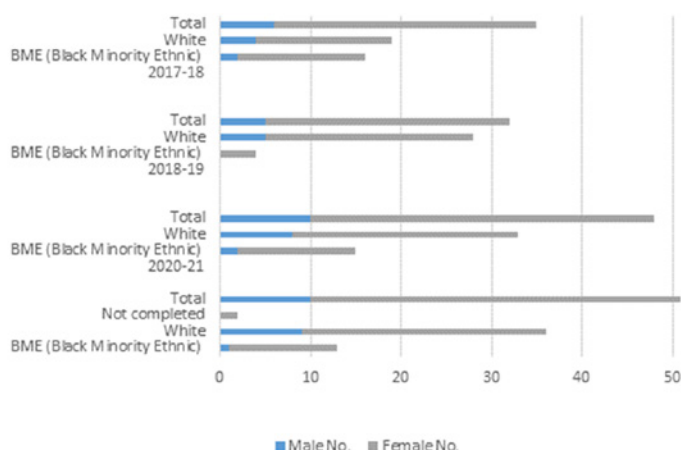
Emotional Literacy Support Assistant (ELSA): 1 (FTE 1.0)

Assistant SENDCo: 1 (FTE 0.6)

Pupil behaviour: 1 (FTE 1.0)

Business, facilities & catering staff: 9 - 1 School Business Manager & CFO 1 Assistant School Business Manager (FTE 1.0) (working across both schools), 1 Facilities Manager (FTE 1.0), 1 Facilities assistant (FTE 1.0), 4 Catering (FTE 3.2) 1 Receptionist (FTE 1.0)

Staff Ethnicity





Governance

King's Cross Academy is sponsored by the King's Cross Academy Trust: a single Academy Trust formed by the King's Cross Central Limited Partnership (KCCLP) and Michael and Clara Freeman. KCCLP is the developer responsible for the King's Cross redevelopment, including The Plimsoll Building and the new school premises. KCCLP is chaired by Sir David Clementi, former Deputy Governor of the Bank of England, former Chairman of the BBC, and a Member of the Academy Trust.

Our Chair of Governors, Robert Evans, is Joint Managing Partner at Argent, which is the development and asset manager for the King's Cross Estate and one of the partners of KCCLP. Robert is the Chief Executive of the King's Cross Estate and sits on the KCCLP Board. He is also a Member of the Academy Trust. Robert has been playing a lead role in the King's Cross project since 2001 and was responsible for drawing up the original planning applications. He was also responsible for commissioning the first design studies of co-locating the new Academy with Frank Barnes School for Deaf Children and has worked closely with their Headteacher, other local schools and the London Borough of Camden.

The other Members of the King's Cross Academy Trust are Michael Freeman who co-founded Argent, and Clara Freeman, a former Executive Director of Marks and Spencer and former Deputy Chair of the Court of Governors of the University of the Arts London (UAL), whose Central Saint Martin's campus was the earliest occupier of the King's Cross development.

The Governing Body is made up of an impressive diverse and committed group of people drawn mainly from occupiers on the King's Cross development such as Argent and UAL with a high level of experience in education, finance, law, human resources, child psychology, property and community development. We benefit significantly from the input of our staff and parent Governors. The Governing Body works hard to carry forward improvement and provide a clear-sighted and forward-thinking strategic framework. There is a good working relationship between the Governors and staff: both support and challenge and a clear understanding of their respective roles.

Our Vision

The Trust's vision for King's Cross Academy is simple: that it is the best it can possibly be. That means that every pupil, every teacher, every helper and team member, indeed everyone involved with the Academy, must have the best possible opportunities, the best possible experience and the best possible future prospects as a result of their engagement with the Academy.

King's Cross Academy is a school which keeps pace with our rapidly changing world – both in technology and its integrated approach to learning, makes the most of its dynamic location within London as a World City and prepares children for the opportunities and challenges that will face them in the 21st Century. It is a school with an inclusive and respectful ethos that celebrates the richness and diversity of its location and community, whilst promoting high aspirations and high educational attainment, excellent behaviour and sensitivity for the needs of others.

The challenge for everyone involved with the Academy is to realise this vision giving local children the best chances and opportunities from the moment they start learning with us. Working at this school is exciting and our new Headteacher will maintain this momentum, building on our achievements to-date to ensure the future success of the Academy.



King's Cross Academy's Neighbours

King's Cross Academy is uniquely placed with opportunities for its pupils and staff to benefit both in mainstream delivery and enrichment support. UAL identified the Academy as a key partner school within its plans for widening participation, with exciting offers of practical art and design support from their staff and Student Ambassadors for our pupils, staff and parents. Every pupil displays a piece of art in the annual art exhibition which is held within Central Saint Martin's campus. Classrooms being named after living artists and designers have resulted in visits and exhibitions from Perry, Heatherwick, Reynolds and Kapoor. Quentin Blake opened the Academy. The businesses and organisations on the site or nearby who work in partnership with us include Google UK, who will shortly occupy one of the most innovative office buildings ever designed in the UK, and Waitrose, a supermarket and cookery school who work with us on a regular basis. Argent also provides significant expertise through the Governing Body, links to the community and reading buddies. Other neighbours include Banque Nationale de Paris, Paribas Real Estate, the Aga Khan Foundation, Meta, Samsung, Nike, Global Generation and, within the immediate area, the Guardian, Macmillan and Eurostar (our children visit the trains as part of learning French). We have creative collaborations with institutions beyond King's Cross including The Place, Camley St and Rochester Square. We have a strong relationship with Camden Council and we play an active part in achieving Camden's educational vision for the area.

The Academy works closely with other local schools and maintains the outstanding primary education results for the area. There are real opportunities for promoting collaborative arrangements between businesses and other local agencies. We make use of academy freedoms by extending the school day and draw upon the exceptional facilities being created at King's Cross and our unique relationships with other King's Cross occupiers to develop a bespoke curriculum, and exciting and wide-ranging co-curriculum, including breakfast and after-school activities.

Curriculum

The aim of our curriculum is to enable all the children at the Academy to be highly successful life-long learners, confident communicators, thoughtful, creative, active and reflective citizens. It is orchestrated to ensure that we make the best use of the Academy's location, both in terms of the opportunities offered by the collocation with Frank Barnes School for Deaf Children and the school's position within the King's Cross Estate, Camden and London and the interests, needs and strengths of our community of learners.

Our curriculum provides an integrated framework for learning. It provides breadth and balance as well as securing the fundamentals of literacy, numeracy, science and technology. Our curriculum emphasises children's personal development including communication, thinking, creative, physical, social and emotional skills and learning about learning. All children have high quality opportunities to take part in music, arts and sport and find out what they enjoy; and what they are best at.

In particular:

- All children learn British Sign Language and French.
- We maximise the opportunities for arts education that come from being linked to UAL.
- All children learn music with the Colourstrings system which is very popular with children and parents. All children chose to learn either the cello or violin from Year 3.
- Children are introduced to the joys of nature in Camley St, to the fun of growing things with the Skip Garden, to healthy eating (we have in house catering) and a love of exercise and sport. We are actively growing our school sports programmes and participating in local school tournaments. We also prioritise the Daily Mile and an early morning running club for Year 6 pupils.
- The curriculum reflects the scientific, historical and geographical first-hand learning opportunities offered by the history of the area and the on-going planning, construction and management of the surrounding development.



Our Digital Strategy: Next generation Learning

We are very proud of the way in which we use technology to enhance and support our curriculum and our teaching and learning. All our KS2 children have Chromebooks to take home and we have a digital platform which provides access to the learning for pupils and parents beyond the boundaries of the school. We were able to provide a strong offer during the pandemic, working hard to ensure all our families had internet and technology access. We built on what we learnt during the time of the pandemic and have used this learning to make our approach to technology and digital learning even stronger.

There is much more on Next Generation Learning on our website*.

Ofsted Inspection

Date of first inspection	9th - 10th May 2018
Overall Grading	Good
Effectiveness of Leadership and Management	Outstanding
Quality of Teaching, Learning and Assessment	Good
Personal Development, Behaviour and Welfare	Outstanding
Outcomes for Pupils	Good
Early Years Provision	Outstanding

*<https://kingscrossacademy.org.uk/next-generation-learning>

2022 Results

EYFS Good Level of Development

76% of children reached GLD in Reception

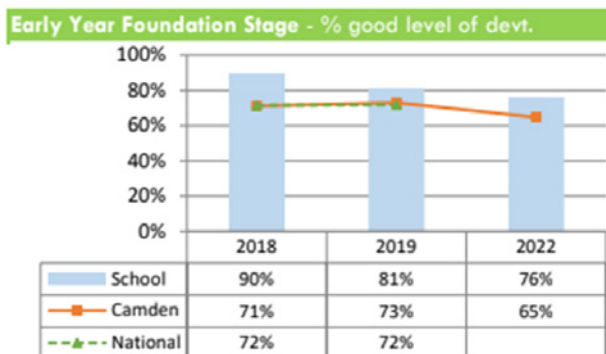
Phonic Screening

76% of children reached the expected standard in phonic screening in Yr 1

KS1

70% of children reached the expected standards in KS1

2021-22 Primary School Summary



Historical Data

	Reading				Writing				Maths			
Cohort/current year group	2018/19	2019/20	2020/21	2021/22	2018/19	2019/20	2020/21	2021/22	2018/19	2019/20	2020/21	2021/22
2020/21 (Year 1)	n/a	n/a	n/a	70%	n/a	n/a	n/a	65%	n/a	n/a	n/a	65%
2019/20 (Year 2)	N/A	80%	51%	76%	N/A	80%	67%	74%	N/A	80%	75%	70%
2018/19 (Year 3)	90%	84%	81% (-9)	81%	90%	85%	75% (-15)	80%	90%	85%	83% (-7)	85%
2017/18 (Year 4)	86%	80%	79% (-7)	78%	84%	80%	73% (-11)	73%	90%	84%	85% (-5)	80%
2016/17 (Year 5)	92%	89%	84% (-8)	77%	82%	80%	71% (-11)	73%	90%	90%	88% (-2)	79%
2015/16 (Year 6)	90%	90%	82%	88%	90%	89%	77%	73%	90%	90%	85%	83%

Our First KS2 Results

Combined - 71% of children achieved expected in all three tests (maths, reading and writing)

	% Achieved Expected +			% Achieving Higher Standard (greater depth)		
	National	Camden	School	National	Camden	School
Reading	74%	85%	88%	28%	38%	50%
Writing	69%	77%	73%	13%	21%	17%
Maths	71%	83%	83%	22%	29%	29%
Combined	58%	71%	71%	11%	13%	10%

SEN

Pupils who have SEN and/or disabilities make very strong progress as a result of well thought-out interventions which address their needs precisely.



Our parents and the local community

King's Cross Academy draws a highly diverse range of pupils from a small radius including flats on the King's Cross Estate, Somers Town, Camden Town, South Camden and Islington. In 2022, our first graduating cohort of Year 6 pupils went onto 18 different schools and we are building our connections with local secondary schools. King's Cross Academy is providing much needed services in Camden and Islington through excellent Early Years care; every year we have been oversubscribed with demand for Nursery and Reception places. Our breakfast and after school provision is vital for many working parents.

We take pride in having a close relationship with our parent/carer community: something which we have struggled to maintain through the pandemic. Our efforts to re-engage the community post-pandemic includes weekly workshops, training, coffee mornings, Parent Forum meetings, community events such as winter fairs, stay and learn sessions, investment in full-time Pastoral Care staff and a variety of communications to share information between home and school. We thoroughly believe that children thrive better when there is a strong connection between their school and home life.

Health and Wellbeing

Wellbeing continues to be the focus at the Academy in building firm foundations for future success. As in other schools, post pandemic, increasing mental health issues are emerging across the school in children, parents and staff. Rebuilding emotional resilience and confidence is seen as critically important in the school. Our pastoral lead has worked hard with the Camden Education Welfare Officer to bring attendance back to pre-pandemic levels. We have introduced a range of measures including reorganised playtimes to provide a wider variety of play opportunities for children. We have a school coach for staff and access to employee support.

What staff want from their new headteacher

Builds on
our ethos

Approachable
and caring

A forward
thinker

Creative and
open to new ideas

A dynamic edge to build
the connections across
the school

Reflective and
solutions
focussed

Shares a similar
philosophy

Recognition that we
are still a new school



What pupils want from their new headteacher

Able to make change and organise events

A good listener

Someone who is happy

Understanding

Listens to and acts upon our ideas.

Willing to spend time with us

Funny

Allows us to have our own voice.

Not too strict

Patient

Someone who likes children.

Supportive of our learning

A little bit sporty

Someone who likes to have fun

Has a good attitude

Able to lead assemblies

Headteacher Job Description

Main Purpose of the Job

The Headteacher will have overall responsibility for the organisation, management and conduct of the school, providing professional leadership and strategic direction to ensure the achievement of the highest possible standards in all areas of the school's work.

Key Priorities

Build on the successful foundations of King's Cross Academy in line with our vision and values.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the National Standards for Headteachers.

Strategic Direction and Development of the School

- Lead by example and provide inspiration and motivation to the whole school community, maintaining an overarching ethos for the school which promotes high levels of progress and attainment within an inclusive, caring and safe learning and working environment.
- Work in partnership with the whole staff and Governors ensuring that the school improvement plan and associated strategies are regularly monitored, evaluated and updated to meet the changing environment and all statutory requirements.
- Keep all policies and key documentation under review and bring forward proposals to the Governing Body for updating/improvement/development as necessary.

- Ensure that strategic planning takes account of the diversity, values and aspirations of the families who use the school and the wider local community.
- Collaborate with the Headteacher of Frank Barnes School for Deaf Children for the short and longer term benefit of both schools.
- Demonstrate an awareness of the political, economic and environmental context: anticipate trends and embrace future opportunities with a positive mind-set.

Leadership of Learning and Teaching

- Create an environment that ensures a commitment to shared learning at all levels of the school where pupils are taught how to learn and develop a lifetime love of learning.
- Inspire and coach every teacher to deliver quality first teaching for every pupil, every time.
- Lead, motivate and develop the pupils to be leaders.
- Promote a culture of continuous improvement using comparative data and benchmarks to evaluate and improve performance based upon a sound process of effective planning and assessment for every pupil.
- Lead, develop and monitor the curriculum to ensure a creative and flexible approach for the whole child that stimulates enjoyment and enthusiasm for learning.
- Maintain the systematic focus on key cross-curricular skills, as part of a broad and balanced, project-based curriculum.
- Further develop the digital environment to support and enhance teaching and learning and working at the Academy.
- Ensure well thought out tailored provision enables SEND pupils to make strong progress.



- Optimise learning by leveraging the exceptional opportunities in the area.
- Maintain a central focus on behaviour to ensure it is outstanding at every level.
- Maintain a broad range of extra-curricular activities across the school including before and after school and during the summer holidays.
- Develop and maintain effective systems for communicating with pupils, parents, staff and Governors to engage the whole school community and optimise continuous improvement.

Development of Self and Others

- Lead, motivate, support, challenge and develop the whole school staff to ensure that everyone in the school can maximise their potential.
- Lead by example and create a shared commitment and responsibility for the school through collaborative team work, distributed leadership and professional reflection.
- Promote a collaborative culture which positively embraces change and progress.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture which promotes well-being and allows an appropriate work / life balance.
- Ensure we continue to monitor and provide for the welfare of pupils and staff, particularly in the post pandemic recovery period.

Management of the Organisation

- Provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.
- In partnership with the Governing Body set appropriate priorities for expenditure within a balanced budget and ensure effective and efficient financial and administrative controls.
- Produce and implement clear evidence based improvement plans and policies to improve the school environment and its facilities.
- Recruit, retain and deploy staff appropriately and manage their workloads in order to achieve the school's goals.
- Work closely with the Governing Body to anticipate, identify and mitigate risks.
- Work closely with the Headteacher and Governors of Frank Barnes School in managing the colocation of the two schools within the Plimsoll Building.

Accountability

- Be accountable for the efficiency and effectiveness of the school to the Trust and Governing Body, including pupils, parents, staff and the community.
- Promote a culture of self-evaluation among the whole school staff so that they feel accountable for the success of the school.



- Provide accurate, timely and appropriate accounts of the school's performance to a range of audiences including the Governing Body, parents, the LA, the local community, DfE, Ofsted and others to enable them to play their part effectively.
- Further develop and maintain effective partnerships with local primary and secondary schools, LB Camden and LB Islington and other agencies to improve pupil welfare and achievement.

Strengthening the Community

- Actively promote cohesion in the wider school community through developing and delivering a range of provision, within and outside school, designed to break down social, economic and cultural barriers.
- Engage positively with the internal and external school community with effective communication ensuring that parents and pupils are well informed about the school to encourage their involvement in driving high achievement and expectations for all.
- Maintain and promote positive strategies for challenging racial and other prejudice and dealing with harassment and ensuring families and children are tolerant of others.
- Collaborate with agencies to ensure the academic, spiritual, moral, social and cultural wellbeing of pupils and their families.
- As Safeguarding Lead ensure all safeguarding policies and procedures are up to date, in place and operational to the highest standards to safeguard and promote the children and young people's welfare.
- Ensure all staff and Governors in the school are appropriately trained in safeguarding.
- Work collaboratively with LB Camden and other agencies.
- Ensure all staff, volunteers, Governors and visitors work together in relation to child protection and safeguarding children and young people.

Leadership of Safeguarding

The Headteacher must be fully aware of the principles of safeguarding as they apply to children and young people, understand the duties and responsibilities arising from the Keeping Children Safe in Education 2022 and associated legislation and guidance..

Person Specification

Qualifications

- Qualified Teacher Status
- Good Honours Degree
- Relevant post-graduate Qualification. (NPQH is desirable)

Experience/ Knowledge

Candidates will need to have experience in the following areas:

- Substantial and successful current experience as a Headteacher or Deputy Headteacher
- Substantial and successful teaching in an inner-city environment.
- Working across the primary age range, including the EYFS.
- A proven track record of leading school improvement and raising standards including systems of self-evaluation and the use of data to support school improvement.
- Monitoring the performance of staff and pupils, and securing high standards of conduct/behaviour and attendance.
- Ensuring effective and consistent approaches to teaching and learning, curriculum design and assessment across the school.
- Ensuring effective SEND provision across the school.
- Working successfully with Governors.
- Implementing strategies to support good behaviour.
- Successful management of physical, financial and human resources.
- Working with pupils from a wide range of socio-economic and cultural backgrounds, underpinned by a good understanding of equal opportunities legislation and its application in a practical context.

- Evidence/experience of responding to the emotional challenges post-pandemic, and re-building resilience and confidence in pupils
- Working collaboratively with a range of stakeholders including families, representatives of the local community, other schools.
- Sound knowledge of safeguarding legislation and experience of applying it in school.

Leadership Skills

Candidates will be able to demonstrate their:

- Strategic vision, and capacity to make big and sometimes courageous decisions. This will be supported by excellent people skills to forge a culture of support and ensure that all members of the school community can be the best they can be.
- Confident leadership abilities, able to inspire, challenge and coach staff.
- Strategic and operational skills to make effective use of resources in an increasingly challenging financial environment.





A Passion For Learning

Candidates will be able to demonstrate their:

- Own passion for learning and research having strong philosophical underpinnings.
- Appreciation of a child-led ethos and approach to education.
- History of continuous professional development.
- Ability to motivate staff to improve their practice and the learning opportunities for pupils.
- Willingness to learn BSL to communicate with Frank Barnes School for Deaf Children.

Collaboration Skills

Candidates will be able to demonstrate that they are:

- Good communicators: comfortable with engaging effectively with different audiences, people from different communities, businesses and a range of external organisations and all stakeholders to ensure that everyone feels part of the school community, fostering community cohesion both within and outside the school.
- Willing to work collaboratively with other provision on the site and within the King's Cross area.
- Able to get the most out of a fantastic team.
- Keen to work with other schools and organisations in peer review.

General Notes

Salary L18-24: £75,732 to £86,391

For an informal chat about the role and the Academy please contact the Clerk of Governors Christine Megson on recruitment@kingscrossacademy.org.uk

Visits can be made to the school on:

Monday 30 January – 10.00am

Tuesday 7 February – 11.00am

Wednesday 8 February – 2.00pm

Please sign up through recruitment@kingscrossacademy.org.uk

Completed applications to be submitted to recruitment@kingscrossacademy.org.uk

Closing date: 1.00pm Monday 20 February 2023

Recruitment date: Monday 6 March and Thursday 9 March 2023.

Start Date: Autumn Term 2023

Canvassing members of staff or members of the Governing Body, directly or indirectly, is prohibited and will be considered a disqualification.

You may request policies associated with our recruitment and selection procedures by email to recruitment@kingscrossacademy.org.uk

Love Learning Together

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E: admin@kingscrossacademy.org.uk

W: kingscrossacademy.org.uk



King's Cross Academy