



# The Robert Napier School

**Assistant Head Teacher**

**Application Pack**

**April 2021**

Learn. Believe. Achieve.

## HOW TO APPLY

To apply for this post, please complete a Teaching Staff Application Form, which can be found on the school website at [The Robert Napier School - Vacancies](#).

Please submit your completed application form to [vacancies@robertnapier.org.uk](mailto:vacancies@robertnapier.org.uk).

The Fort Pitt Thomas Aveling Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be subject to an enhanced Disclosure and Barring Service certificate and checks of the relevant barred list / prohibition lists.

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**Position:** Assistant Head Teacher – KS3 Quality of Education

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**Location:** The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX

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**Reporting to:** Head Teacher / Deputy Head Teacher

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**Closing Date for Applications:** Wednesday 21<sup>st</sup> April 2021 at 12 noon

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**Selection and Interview Date:** W/b 26<sup>th</sup> April 2021

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**Start Date:** 1<sup>st</sup> September 2021

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**Salary:** L12 – L16

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## Welcome

**Thank you for the interest you have shown in the role of Assistant Head Teacher at the Robert Napier School.**

Following the recent promotion of an Assistant Head Teacher to the post of Deputy Head Teacher, we are looking to appoint an enthusiastic, experienced leader to lead the Quality of Education agenda for Key Stage 3. Working under the direction of the Deputy Head Teacher, the successful candidate will oversee the progress and attainment of all students in Key Stage 3, ensuring they are engaged in high quality learning opportunities which enable them to be successful. This is a pivotal post, which will ensure students transition into secondary school smoothly and providing them with the foundation which will prepare them for their studies in Key Stages 4 and 5.

The recruitment into this post is the final stage in the transition to the new leadership for the school. In March 2021, the Head of School was promoted to substantive Head Teacher and the Executive Head Teacher promoted to Trust CEO. The successful applicant will be joining us at an exciting time for the school, as it begins the next chapter of its journey. Having undergone a period of rigorous review and significant changes to the teaching and learning strategies, quality assurance processes and curriculum, the school is establishing its presence as one of the leading schools within the Trust.

Built upon the school motto of Learn, Believe, Achieve, we look to engender the school values of respect, trust, perseverance, resilience, fairness and courage in all of our students, ensuring they are ready to contribute to their community when they leave us at the end of their studies. The Assistant Head Teacher will lay the foundations of these whilst the students are in their care in Key Stage 3, which will be built upon as the students transition into key stages 4 and 5.

Based in the heart of the Medway Towns, The Robert Napier School is a non-selective, mixed secondary school of 1100 students, including 130 in the Sixth Form. The school is an eclectic mix of the old and the new, with the original buildings constructed in the 1850s when the school was the original 'Gillingham Grammar School'. Since then, the school has grown to include a range of buildings, the most recent being the 'Caxton' block, formally opened in 2011. The school has excellent facilities including state of the art ICT provision, a purpose built lecture theatre, retractable bleacher seating in the hall to accommodate up to 380 people, a permanent stage with full lighting and sound rig, a multi-use games area, large playing fields and excellent sports facilities. The school also provides specialist Access to Mainstream Provision for vulnerable students, as well as a dedicated Visually Impaired unit.

The school is a proud member of the Fort Pitt Thomas Aveling Academies Trust. Working in partnership with the Robert Napier School, the Trust is made up of Fort Pitt Grammar School for Girls, The Thomas Aveling School, Balfour Junior School and Phoenix Junior School. All of the schools are located within a 5 mile radius and work closely to provide an outstanding education and opportunities for the children of Medway.

In January 2019, the school was delighted to be rated Good by Ofsted, having been rated requiring improvement and satisfactory in its three previous inspections. This was well deserved recognition of the hard work and dedication of the staff to drive improvements. The school continue to drive standards in all areas of the school, to ensure the students receive the best quality education and opportunities.

We value our staff, investing in their training and development at all stages of their career. Comprehensive, individualised training plans are drawn up for all staff, designed to meet their needs and enable them to take the next step in their career. New staff engage in a comprehensive

induction programme and are allocated a subject specific mentor, as well as a dedicated coach all of which is aimed to ease your transition into the school.

I hope you find this applicant pack informative. If you have any further enquiries, please don't hesitate to contact me, using the contact details at the end of this pack. I am very happy to discuss any aspects of the role and am available throughout the Easter Break using Microsoft Teams or Zoom. I look forward to receiving your application.

Steve Quenby  
Head Teacher

## **JOB DESCRIPTION: Assistant Head Teacher**

**Responsible to:** Head Teacher / Deputy Head Teacher

**Scale:** Scale L12 – L16

### [Personal and Professional Standards](#)

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are to:

- support the aims and ethos of the school
- set a good example in professional dress and appearance, punctuality and attendance
- take responsibility for personal development and training as a consequence of the performance review cycle
- attend team and staff meetings as appropriate, contributing actively whenever possible
- provide a courteous, prompt and polite service to all members of the school community, including parents/carers, students, all staff, contractors and suppliers and other visitors
- actively contribute to the school's mission statement by forming positive relationships within the school's community and working collaboratively and in good humour with other colleagues as appropriate or when directed
- be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, health and safety and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the Headteacher

### [General Senior Leadership Responsibilities:](#)

- To promote and contribute actively to the corporate status of the senior leadership team
- Support SLT and colleagues' decisions, respecting the confidentiality of information where required to promote and actively seek positive working relationships with partners and outside agencies for the benefit of the school
- To undertake strategic planning which will aid the production and implementation of the School Improvement Plan
- To undertake monitoring and evaluation functions (including internal evaluations) which will:
  - Highlight teachers' professional strengths and areas for development
  - Identify strengths and successes in provision
  - Track developments in provision and evaluate their effectiveness
  - Contribute towards improvements in school structures, systems and policies
  - Identify areas where further development or improvement is needed
  - Inform decisions about student attainment and progress and identify student need
  - Enhance the quality of students' learning and improve student attainment
- To undertake the line management of teaching and learning areas including support of all related T&L events and activities within those areas of direct responsibility.
- To hold other identified staff, including leaders and managers/post holders, to account against standards and agreed targets
- To respond to unplanned situations which arise in the daily running of the school
- To maintain excellent student discipline and support staff, especially in dealing with unexpected incidents or sudden crises and emergencies

### Core Purpose of an Assistant Head Teacher:

- To lead and model the highest standards of education and learning
- To operate as a member of the senior leadership team
- To provide professional strategic and operational leadership for identified aspects of the school
- To promote and safeguard the welfare of children and young persons
- To build upon the already established high quality of education by effectively managing teaching and learning and using personalised approaches to realise the potential of all students within those areas of direct responsibility
- To maintain a culture that promotes excellence, equality and high expectations for all students
- Actively seek and promote positive and creative solutions to challenges and opportunities
- To ensure equality of opportunity for all
- To ensure implementation of the School's policies and modelling of the highest standards of behaviour and leadership and management
- To contribute to the sustaining, development, and review of policies, practices and structures that drive forward the school's improvement
- Implement the areas of the School Strategic Improvement Plan for which they are responsible
- To use resources efficiently and effectively to ensure outstanding quality of provision that meets the needs of all students
- To use leadership to clearly direct improvement and promote the wellbeing of all learners, and staff, through high quality care and inclusive education
- To create a common sense of purpose among staff and stakeholders
- To attend and contribute to meetings of the Senior Leadership Team and other school meetings, preparing information, documents and reports as required
- To organise, set agendas, chair strategic meetings and produce minutes
- To support and attend whole school events providing leadership and management activities, e.g. Transition and Open Evenings, school productions, etc.
- To attend meetings of the Governing Body when requested and to prepare information, presentations and reports as requested
- To prepare evaluative/impact reports for the Head of School, full Governing Body, Trustees Body and other committees/meetings as required by the Head of School
- At all times to have a high profile proactively modelling the highest professional standards and presence around the school
- To lead on production, monitoring and evaluation of policies related to areas of responsibility

### Specific Responsibilities:

- Seek to ensure all students within the allocated key stage achieve academic potential which is at least in line with prior attainment data by:
  - Analysing progress data of all students within key stage
  - Identifying students at risk of underachieving to inform appropriate interventions to be actioned.
  - Coordinating appropriate interventions in liaison with Subject Leaders, Heads of Department, Directors of Learning, the SENCO and other TLR holders as necessary.
  - Liaising with TLR holders to support identified students.
  - Producing intervention reports as required.
  - Liaising with parents where necessary.
- Work with the SLT, subject leaders and heads of department, to ensure the curriculum meets the needs of the students within the key stage.
- Work with the SLT, subject leaders and heads of department, to drive standards of teaching and learning within the key stage.
- To have oversight of the behaviour and welfare of students within the key stage.

- To oversee the work of and holding to account a house team, providing the appropriate advice, guidance and support as appropriate.
- To oversee the work of and holding to account an assigned group of subjects, providing the appropriate advice, guidance and support as appropriate.
- Any additional responsibilities as agreed with the Head Teacher.

**Person Specification: Assistant Head Teacher**

	Essential	Desirable
<b>Education/Qualifications and Training</b>		
First degree	X	
QTS and experience of teaching at KS 3, 4 and 5	X	
Evidence of further study (MA, MBA, MEd etc)		X
Evidence of leadership training		X
Recent participation in a range of relevant in-service training	X	
<b>Knowledge Skills &amp; Experience</b>		
Middle leadership and management experience	X	
Successful experience of planning for school improvement, with a clear commitment to review and monitoring, including self-evaluation strategies	X	
Experience of using assessment data to support school improvement	X	
Experience of raising standards through leading staff development	X	
Experience of leading and managing a whole school development regarding teaching & learning	X	
Experience of having led whole school initiatives	X	
Ability to use ICT effectively both to support children's learning and to communicate and evaluate data	X	
Experience of conducting staff mentoring	X	
A good understanding of the requirements of transition between key stages	X	
Understanding of effective techniques and policies for behaviour management	X	
Ability to contribute to strategic planning	X	
Knowledge of the role of Governors	X	
Ability to set, prioritise and meet challenging targets and deadlines, for students and the school, and to enable others to do this	X	



Ability to motivate, promote good relationships and effectively communicate with all stakeholders	<b>X</b>	
Understanding the accountability of the role	<b>X</b>	
<b>Personal Characteristics</b>		
Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity	<b>X</b>	
Flexible and willing to undertake a range of tasks	<b>X</b>	
Good communicator	<b>X</b>	
The ability to converse at ease with children, students & parents and provide advice in accurate spoken English	<b>X</b>	
The ability to think strategically and analytically	<b>X</b>	
The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others	<b>X</b>	
The ability to support colleagues	<b>X</b>	
Strong organisational skills and ability to meet deadlines	<b>X</b>	
Personal resilience, energy and enthusiasm	<b>X</b>	
To have a sense of humour and an ability to keep things in perspective	<b>X</b>	

## The Robert Napier School

### Our Mission

***'To be the outstanding community school of choice'***

### Our Vision

At The Robert Napier School our mission is to be the **community school of choice** that work together to inspire students to believe they can have a better future. We will work with **every** student to unlock their potential.

We will be successful by instilling creativity, motivation and resilience in all our students. **Every** student **learns, believes** and **achieves** more, both in our school and beyond.

### Our Values

Under the schools motto of **Learn, Believe, Achieve** sits six core values that our community value in all we do:

**Learn: Respect; Trust**

**Believe: Perseverance; Resilience**

**Achieve: Fairness; Courage**

### Our Priorities 2020/2021:

- Improve literacy so all students can access the curriculum
- Be the community school of choice by being oversubscribed in July 2021
- Y11 to achieve 50% Level 4+ in English and Maths
- Progress 8 to be at least 0
- Increase 6<sup>th</sup> form to 150+ students
- Being 'outstanding' in Leadership and Management

# FPTA Academies Trust

## The Trust Vision

*‘To be a high performing Trust that is well respected for providing exceptional educational experiences in our communities’*

All schools within the Trust retain their own distinctive character but have a common ethos and mission:

### Our Ethos

One Vision, One Trust, One Family of Schools Inspiring Outstanding Learning

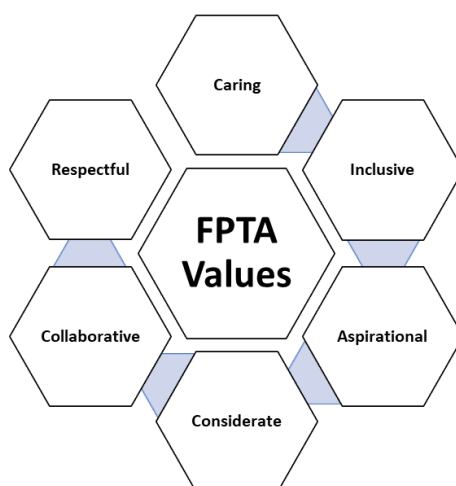
### Our Mission

Providing opportunities for each individual to be the best they can be.

We have very high expectations of our staff and students and, in return, provide vast amounts of support to help everyone achieve their best. We want your employment choice to provide you with a fulfilling career experience that makes you a talented, resilient and high performing employee.

### Values

We expect everyone that works in the Trust to play a part in bringing the ethos and culture of our values alive. We are committed to ensuring everyone knows **why** we should value each other and **how** we should value each other so we can create a community where we all aspire to succeed. Our core values are as follow:



### Location of the Trust

The Trust is based in Medway and knowing the area well means we are aware of, and work tirelessly in a co-operative manner, to both minimise the pressures and strains that local children experience and maximise the potential they all have for great success. Each part of the Trust works collaboratively in sharing ideas and best practice and in generating new opportunities for pupils and students.



# The Robert Napier School

**The Robert Napier School**

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