



THE
**ROBERT
NAPIER**
SCHOOL

Assistant Headteacher

Candidate Application Pack

A **Beyond** ACADEMY
SCHOOLS TRUST

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Message from Sofia Darr, Interim Headteacher

Thank you for your interest you have shown in the role of **Assistant Headteacher** here at The Robert Napier School

We are looking to appoint an enthusiastic, experienced leader to join the leadership team. Working under the direction of the Headteacher / Deputy Head Teacher.

The Assistant Headteacher will support the Headteacher/ Deputy Headteacher with:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

The Assistant Headteacher will lead on a specific area of the school improvement plan, this will be determined following the appointment.

This is an excellent opportunity for an individual to join a supportive, friendly school that is committed to achieving high standards across all stages of the curriculum. Achieving the best outcomes for our students through the continued development of high-quality pedagogy embedded across the school.



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.

I hope you find this applicant pack informative. If you would like to arrange a visit to see the school in action or have any further enquiries, please don't hesitate to contact us here at the school, using the contact details in this pack.

I look forward to receiving your application.

Sofia Darr
Interim Headteacher



About The Robert Napier School



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. All staff are central to ensuring students have the right attitude towards their own learning and success, taking advantage of all of the opportunities afforded by the school and leave the school at the end of their studies, ready to contribute to the local community.

At The Robert Napier School, it is not just about academic success that we are interested in. We are keen to ensure all students leave our community being the best versions of themselves and to contribute positively in our community. Our values are what we stand for as a school, underpinned by our motto of **learn, believe, achieve**. We refer to these values regularly in our interactions with pupils, teach them explicitly through assemblies and form time, and model them ourselves

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 and a dedicated Visually Impaired unit.

The school is a proud member of the Beyond Schools 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 continues to drive standards in all areas 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 for all staff are 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.



Welcome from our Chief Executive Officer

Welcome to Beyond Schools Trust

We are an ambitious organisation of 5 schools, serving the educational needs of nearly 4,000 children and young people aged 3 to 19.

Our academies are based in a tight geographical area, drawing students and employees from Kent and Medway in the Southeast of England.

We employ around 600 people in a range of roles designed to support children to be successful when they leave the Trust. We also rely on the time and commitment of over 70 volunteer Trustees and Governors, who share our ambitions for our schools and our students. These are expressed in our vision, our mission, and our values.

We strongly believe in the value of lifelong learning and in this plan, we set out to develop a Trust that fully prepares children, so they have the skills, knowledge, values, and character to be successful in the world beyond our doors. We also believe that our greatest asset as an organisation, is our people, and we are privileged to be involved with such courageous, committed and child-centred employees. Everything we do is aimed at providing our staff with the resources and leadership to achieve their best. We believe that a supported and motivated staff create the best environment and opportunities for students to achieve their full potential.

Andrew Minchin - CEO



About the Beyond Schools Trust

Our vision is simple:

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience
- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

Our Values

Everyone in our Trust has a part to play 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 values are not the static states of play but things we are always striving to develop and uphold as part of our culture.



Our Mission

To provide opportunities for everybody to be the best they can be.

We want every one of our students, teachers, or Governors to be the best that can be.
We will work tirelessly to support them to reach their potential.



Beyond Schools Trust, Fort Pitt Grammar School, Fort Pitt Hill, Chatham, Kent ME4 6TJ



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Job Description – Assistant Headteacher

Reporting to: Headteacher/Deputy Headteacher
Salary: Leadership Scale 12-16
Location: The Robert Napier School, Third Avenue, Gillingham

Core purpose of 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



- 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.

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



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

Generic duties relevant to all members of staff

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources, and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".

Equality and Inclusion

The Trust is dedicated to creating an environment free of bullying, harassment, victimisation, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of ALL staff are recognised and valued. It is therefore the responsibility of staff to conduct themselves to help the Trust provide equal opportunities in employment, and prevent bullying, harassment, victimisation, and unlawful discrimination. All staff, as well as the Trust, can be held liable for acts of bullying, harassment, victimisation, and unlawful discrimination, in the course of their employment, against colleagues/staff, pupils, contractors, stakeholders and members of the public.

Safeguarding

Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations put in place. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures as set out by Beyond Schools Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead at the site where you are located.



ICT

All staff will be expected to utilise ICT and to improve communication and reduce paper use where possible. Security procedures must be followed when using ICT systems and particular care and attention should be taken with any communications that may result in a breach of GDPR.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

Employees are required to work in compliance with the Trust's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training, and supervision necessary to accomplish those goals.

Teaching and Learning

This is our core business and therefore it is an absolute priority. Although this role is not a direct teaching role, you are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and the Head of People. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.



Person Specification – Assistant Headteacher

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

Beyond Schools Trust is committed to safeguarding and protecting the welfare of children and young people as its number one priority. The commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.



Summary of Terms & Conditions – Assistant Headteacher

Start date:	September 2023
Contract Type:	Full-time, permanent
Place of Work:	The Robert Napier School Third Avenue, Gillingham, Kent ME7 2LX
Hours & days of work:	32.5 hours per week Monday to Friday
Salary:	Leadership pay scale 12-16
Induction Period:	This post has a 6-month induction period.
Pension:	Membership of the Teacher Pension Scheme for teaching staff
Notice period:	As per Conditions of Service for School Teachers – Burgundy Book
Car insurance:	Trust employees who use their private vehicles in the course of their duties must be covered with their insurers to cover business liability



Benefits

Benenden Healthcare: Non- contributory membership of Benenden Healthcare Scheme.

Continuing Professional Development A comprehensive induction programme for all staff with a commitment to continuing professional opportunities across the Trust.

Staff Wellbeing: Whole Trust approach to well-being.

Pension Scheme: All teachers will automatically be enrolled into the **Teachers’ Pension Scheme**. Contribution bandings are based on actual salary. Contribution rates from 1st April 2022 are as follows:

Annual Salary Rate from 1 st April 2022	Member contribution Rate
Up to £29,187.99	7.4%
£29,188 to £39,290.99	8.6%
£39,291 to £46,586.99	9.6%
£46,587 to £61,742.99	10.2%
£61,743 to £84,193.99	11.3%
£84,194 and above	11.7%

Other Benefits: Two-week, half-term break in October

Family Friendly Policies The Trust offers generous family friendly policies including maternity, paternity, shared parental leave and adoption.

Cycle Scheme: The Trust is a member of the Cycle to Work Scheme.

Car Parking Free onsite parking

Catering: On site catering at affordable prices

Employee Discounts schemes: Details available upon joining



The Recruitment Process

Closing date: Monday 20th March 2023 at 9:00am

Interview date: To be advised

We reserve the right to bring forward the closing date where interest and applications received are high, therefore we encourage early applications.

To apply please complete an application form which can be found on the Trust's website - [Our Vacancies | Beyond Schools Trust](#) Completed application forms should be returned by the closing date to careers@beyondschools.co.uk

If you wish to discuss the role, please contact **Jane Dunnett** via email at jdunnett@robertnapier.org.uk

The application form: Please complete the application form as fully as possible. Gaps in employment do need to be explained, therefore please provide as much information as possible. For example, if you undertook a gap year or had a period of unemployment, please state this.

All applications will be acknowledged, and you will be contacted thereafter of next steps.

Right to work in the UK: Unfortunately, if you do not have right to work in the UK, we are unable to process your application. If you are invited to attend an interview, you will be asked to produce original and up-to-date documentary evidence of your right to work in the UK.

Safeguarding: Safeguarding is our highest priority; therefore, pre-employment checks will be undertaken prior to a successful candidate joining. This includes references from current or most recent employer, an enhanced DBS with children's barred list check, and original certificates of qualifications will also need to be provided. It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, you will be required to complete a self-disclosure form this will be sent with your invite to interview and must be completed, signed, and returned prior to interview. The Trust will also undertake an online search as part of its safeguarding duties at offer stage.

The schools safeguarding Policy can be found [here](#)

CV: We do not wish to see your CV so please do not include it.

Cover letter: A cover letter can be provided, though not essential. Do keep to a maximum of one page.



Supporting Statement:

Your supporting statement is important and will be the basis of our shortlisting and progressing your application, therefore you need to ensure you answer the following as concisely as possible:

- Why you believe you are a strong candidate for the position.
- Set out impact you have made in your current/previous positions.
- Make reference to the job description and person specification to set out how you meet the criteria.

References:

Do provide referee details as outlined, please ensure you indicate whether references can be taken up before interview.

Additional skills:

Aside from your professional skills relevant to the role you are applying for we are interested in you as an individual, therefore do share with us any additional skills, hobbies, and abilities that you would like us to know about

Equal opportunities monitoring:

This will be kept separate from your application and used only for monitoring purposes by the HR department

Special arrangements:

Please do set out in the application form any special arrangements we should try to make if you are invited to interview.

Retention of Personal Information:

Any information supplied by an unsuccessful candidate will be destroyed six months after date of shortlisting.

Any data about you will be held securely with access restrict to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Our Privacy policy is available on [Our Vacancies | Beyond Schools Trust](#)

Equality and Diversity:

We recognise the benefits of a diverse workforce. We are committed to eradication discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference.

Criminal Convictions:

All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on the application form and when completing a Discloser and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working on or coming into contact with children; and must be received by the school before employment can commence.



Living and working in Medway

On the banks of the River Medway from which it takes its name, Medway is the second largest conurbation (after Brighton) between London and continental Europe. This combined with its comprehensive transport links, makes Medway a gateway to the capital, the county of Kent and the continent.

With its regeneration programme providing a variety of new homes and growth for all, Medway is already one of the South East's fastest growing areas. Its ambitious vision provides economic and housing opportunities across all five major towns – all of which act as a magnet for a diverse range of businesses, property hunters and investors.

“Its comprehensive transport links make Medway a gateway to the capital, the county of Kent and the continent.”

Families and commuters are attracted to Medway by the choice of accommodation and facilities in Medway and can live close to schools, railways, and town centres, including Rochester's historic high street. Not only does Medway boast the biggest regeneration zone within the Thames Gateway, but it is surrounded by award-winning green spaces and world-renowned heritage sites.

Living in Medway

Medway's housing landscape is very diverse – from Victorian period properties and cottages to newly-developed modern builds and suburban developments. There is something for everyone from families big and small to couples and individuals wanting to find their perfect home.

Medway has the lowest council tax in Kent and one of the lowest rates in the M25 corridor.

A multi-million-pound regeneration programme is currently transforming Medway's landscape bringing 29,000 new homes, many of them stunning riverfront developments.

Medway is a place in which you can enjoy both living and working. A thriving business location but also within an easily commute to London and yet beautifully green with seven green flags accredited parks. It's a great place to put down roots and make a life.

More than 80% of Medway schools have an OFSTED rating of good or better and is home to four universities.



Assistant Headteacher



Salary:	Leadership scale 12-16
Start date:	September 2023
Hours:	32.5 hours per week
Location:	The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX
Closing date:	Monday 20 th March at 9:00am
Interview date:	To be advised

We are looking to appoint an enthusiastic, experienced leader to join the leadership team. Working under the direction of the Headteacher / Deputy Head Teacher.

The Assistant Headteacher will support the Headteacher/ Deputy Headteacher with:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

The specific role and responsibilities of the AHT will be discussed and decided upon to support the skills and attributes of the successful candidate.

In return we offer: -

- An incredibly supportive group of colleagues and leaders
- Comprehensive induction programme with a commitment to CPD
- Benenden private health care cover
- Membership of the Teachers' Pension Scheme
- Two-week, half-term break in October
- Cycle to work scheme

Please visit [Our Vacancies | Beyond Schools Trust](#) for a full job description and application form. Completed application forms should be returned by the closing date to careers@beyondschools.co.uk

Visits to the School are strongly encouraged. For further information and to arrange a visit, please contact **Jane Dunnett** via email jdunnett@robertnapier.org.uk

We reserve the right to bring forward the closing date and/or interview date where interest and applications received are high, therefore we encourage early applications. Only shortlisted candidates will be contacted for interview.



Safeguarding commitment

Beyond Schools Trust is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All post holders in a regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosing and Barring Service (DBS) Enhanced check".

Equality & Inclusivity Statement

At **Beyond Schools Trust** we strive to be a diverse and inclusive workplace where we can ALL be ourselves. We particularly encourage applications from under-represented communities, including but not limited to those who identify as Black, Asian or from a minority ethnic background.



Our Location



The Robert Napier School

Third Avenue
Gillingham
Kent ME7 2LX

Tel: 01634 851157

Email:

trns@robertnapier.org.uk

www.robertnapier.org.uk

<https://w3w.co/spirit.thus.since>

