



# Assistant Headteacher QA, Wellbeing & Equality Candidate Pack



A **Beyond** ACADEMY  
SCHOOLS TRUST

The Robert Napier School, Third Avenue, Gillingham, Medway, ME7 2LX  
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## Introductory message from Steve Quenby, Head Teacher

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

I hope you find this application pack informative however if you have any questions or require further information, please don't hesitate to contact me at the school using the details below.

We are seeking an enthusiastic and outstanding leader to drive the areas of Quality Assurance, Wellbeing, Equality & Diversity. Working under the direction of the Deputy Headteacher, the successful candidate will have a key role in designing and implemented strategies that will ensure that subject leaders and teachers monitor the impact of their curriculum in an efficient and timely manner. They will also be responsible for the implementation of the vision, policy and strategies that support and sustain a talented, resilient and high performing workforce through putting wellbeing at the heart of what we do. Their role will also focus on student well being and ensuring that student monitoring and support systems provide them with the tools to manage their own well-being beyond their time with us.

As a school we have always seen ourselves as an inclusive environment to work and be educated in, but we will never rest on our laurels. This post signals how important we see our drive to towards a fully equal, diverse, and inclusive school where everyone feels safe to be.

We are rightly very proud of our school community, as the staff and students work tirelessly. The successful candidate will bring the energy, drive and determination to build upon the successes we have achieved so far and will support us in taking our school into the next chapter of its journey.

Whilst the primary function of this role is to lead quality assurance, wellbeing, and equality agenda, it is also an integral part of the school leadership team and will have line management responsibilities outside of these areas. The successful candidate will play an integral role in the formulation and development of school policy, to help shape and develop the school as it continues on its journey.

I hope you find this applicant pack informative. If you have any further enquiries, please don't hesitate to contact us here at the school, using the contact details in this pack. We would welcome you to see the school in action, or alternatively we would be happy to talk with you over the phone, Teams or Zoom. I look forward to receiving your application.



Steve Quenby  
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 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 the opportunities afforded by the school.

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 Beyond Schools Trust. Working in partnership with The Robert Napier School, the Trust is made up of Fort Pitt Grammar School, The Thomas Aveling School, Balfour Junior School and Phoenix Primary School. All 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, to ensure 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.

## 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 South East 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 have a strong belief in the value of lifelong learning and in our strategic 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 organization, 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



## Job Description – Assistant Headteacher

Reporting to: Deputy Headteacher  
Salary: Leadership L12-L16  
Contract length: Permanent  
Location: The Robert Napier School, Third Avenue, Gillingham  
Start date: 1<sup>st</sup> September 2022

### Job Purpose

- To develop and lead the quality assurance strategy of both the curriculum and pastoral programmes
- To lead the curriculum working party and ensure the outcomes are successfully implemented across the curriculum
- To lead the equality and diversity agenda across both the curriculum and pastoral programmes, monitoring carefully its implementation
- To oversee the wellbeing of staff, signposting support mechanisms where appropriate
- To oversee the provision of mental health support for staff and students

### General Senior Leadership Responsibility

- 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 Headteacher

- 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 people
- 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 Headteacher, full Governing Body, Trustees Body, and other committees/meetings as required by the Headteacher
- 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

- To coordinate the school's quality assurance programme which builds upon the Trust's curriculum principles and the Trust quality assurance programme
- To design and implement systems which address variation in quality and the earliest opportunity possible to ensure standards of education are high
- Organise training for middle leaders and teachers on the strategies to ensure they are in monitoring the impact of their own curriculum implementation
- Organise and implement regular Well-being monitoring strategies and use the feedback from staff and students to develop and update actions plans for improving well-being



- Oversee the monitoring of the curriculum for opportunities to integrate strategies on equality, diversity, and inclusion
- Organise and implement regular EDI monitoring strategies and use the feedback from staff and students to develop and update actions plans for improvement.
- Work with the AHT in charge of Behaviour to support intervention which will ensure that proactive education and intervention supports both staff & student well as well as the concept of an inclusive environment in its widest sense
- Support the culture of positive praise and recognition across all aspect of the school
- Lead high quality assemblies on areas of your responsibility



### Other Specific Duties

- To continue personal development as agreed at appraisal
- To engage actively in the performance review process
- To address appraisal targets set by the line manager each Autumn Term
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) or as requested by the Headteacher if not mentioned in the above
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate
- To adhere to the School's Dress Code



## Person specification

Categories	Essential	Desirable
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### Education/Qualifications and Training

First degree	✓	
QTS and successful experience of teaching at KS 3, 4 and 5	✓	
Evidence of further study (MA, MBA Med etc.)		✓
Evidence of leadership training		✓
Recent participation in a range of relevant in-service training	✓	

### Knowledge Skills & Experience

Middle leadership and management experience	✓	
Successful experience of planning for school improvement, with a clear commitment to review and monitoring, including self-evaluation strategies	✓	
Experience of using assessment data to support school improvement	✓	
Experience of raising standards through leading staff development	✓	
Experience of leading and managing a whole school development regarding teaching & learning	✓	
Experience of having led whole school initiatives	✓	
Ability to use ICT effectively both to support children's learning and to communicate and evaluate data	✓	
Experience of conducting staff mentoring	✓	
A good understanding of the requirements of transition between key stages	✓	
Understanding of effective techniques and policies for behaviour management	✓	
Ability to contribute to strategic planning	✓	
Knowledge of the role of Governors	✓	
Ability to set, prioritise and meet challenging targets and deadlines, for students and the school, and to enable others to do this	✓	
Ability to motivate, promote good relationships and effectively communicate with all stakeholders	✓	
Understanding the accountability of the role	✓	

### Personal Characteristics

Ability to demonstrate sound balanced judgement with decisiveness, flexibility, and integrity	✓	
Flexible and willing to undertake a range of tasks	✓	
Good communicator	✓	
The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others	✓	
The ability to support colleagues	✓	
Strong organisational skills and ability to meet deadlines	✓	
Personal resilience, energy, and enthusiasm	✓	
To have a sense of humour and an ability to keep things in perspective	✓	

## Recruitment process and additional recruitment information

Closing date: 16<sup>th</sup> May 2022

Interview date: TBC

**Recruitment Process:** Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend and interview. Details will be made available when selected, but the interview is likely to include:

- A written task
- Panel interviews on a variety of topics
- Classroom visit

**Special Requirements:** If you require reasonable adjustments prior to your interview, these can be arranged by emailing [trns@robertnapier.org.uk](mailto:trns@robertnapier.org.uk)

**Equality and Diversity:** We recognise the benefits of a diverse workforce. We are committed to eradication of 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.

**Right to work in the UK:** Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents them from taking up employment. 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.

**Data Protection:** Any data about you will be held securely with access restricted 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.

**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 Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working with or coming into contact with children; and must be received by the school before employment can commence.





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