THE ROBERT NAPIER SCHOOL

English Teacher

Candidate Application Pack

A Beyond SCHOOLS TRUST ACADEMY

Introductory message from Steve Quenby, Head Teacher

Thank you for the interest you have shown in the role of English Teacher here at The Robert Napier School.

We are seeking to appoint an enthusiastic and talented English teacher to join our successful English department.

The English team is a highly qualified, effective and stable team, who deliver high quality lessons to all students in keys stages 3 and 4. English is also an option at sixth form, with the team responsible for the delivery of A Level English.

This is an excellent opportunity for an individual to join a supportive, friendly department that are 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 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
Head Teacher

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.

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 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.

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 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 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 – English Teacher

Reporting to:	Head of English
Salary:	MPS
Contract length:	Permanent
Hours:	32.5 per week
Location:	The Robert Napier School, Third Avenue, Gillingham
Start date:	January 2023

Job Purpose

- To implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher/form tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and outcomes

Areas of Responsibility

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area
- To contribute to the subject area's Development Plan and its implementation
- To attend all CPD and department meetings
- To plan and prepare courses and lessons to contribute to the whole school's planning activities

Staff Development: Recruitment/Deployment of Staff

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in relevant areas including specialist knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the School

Quality Assurance

- To help to implement school quality procedures and to adhere to these
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed School procedures, including evaluation against quality standards and performance criteria
- To seek/implement modification and improvement where required
- To review regularly methods of teaching and programmes of work
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the School

Curriculum Provision

- To assist the Head of English in ensuring that the curriculum are provides a range of teaching which supports the School Improvement Plan

Pastoral System:

- To be a form tutor to an assigned group of students
- To promote the general progress and well-being of individual students and of the form tutor group as a whole. To liaise with the Director of Learning to ensure the implementation of the School's Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life when required
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of Action Plans and progress files and other reports
- To alert the appropriate staff (Safeguarding Lead) to problems experienced by students where there is safeguarding concern in accordance with the School's Safeguarding policy and training
- To communicate as appropriate, with the parents of students and with persons or bodies outside the School concerned with the welfare of individual students, after consultation with the appropriate staff
- To consistently apply the Behaviour Management systems so that effective learning can take place

Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in School and elsewhere
- To assess, record and report on the attendance, progress, development, and attainment of students and to keep such records as are required
- To provide or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and subject specialism(s) are reflected in the teaching/learning experience of students
- To ensure a high-quality learning experience for students which meets internal and external quality standards

- To prepare and update subject materials, using a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the School's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To mark, grade and give written/verbal and diagnostic feedback as required by your department

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 – smart/professional

Person specification

Categories	Essential	Desirable
Education/Qualifications and Training		
QTS and experience of teaching at KS 3, 4 and 5	✓	
Good degree in English or a related discipline	✓	
Evidence of appropriate continued personal and professional development	✓	
Recent participation in a range of relevant in-service training	✓	
Knowledge Skills & Experience		
Secure knowledge of the characteristics of effective learning, teaching and assessment	✓	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour	✓	
The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents.	✓	
The ability to coordinate and support the work of others.	✓	
An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards	✓	
Personal Characteristics		
Ability to help develop and to support a vision of high-quality education based on the moral integrity of the school's core values.	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	
Ability to lead and motivate others	✓	
Ability to analyse information and use sound judgement in complex situations	✓	
Ability to support a team culture	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium	✓	
A sense of humour, cheerful demeanour, and positive, can-do attitude	✓	
A capacity for hard work and willingness to "go the extra mile"	✓	

Recruitment process and additional recruitment information



Closing date: 31st October 2022
Interview date: To be advised

We reserve the right to close this vacancy early if we receive suitable applications and therefore encourage early applications.



Recruitment Process:

To apply please complete an application form which can be found on the Trust's website - Our Vacancies | Beyond Schools Trust
Please complete the application as fully as possible, giving as full answers as possible. Once completed return by closing date to careers@beyondschools.co.uk. If you wish to discuss the role, please contact Jane Dunnett via email at ddunscombe@robertnapier.org.uk.



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

Safeguarding:

Safeguarding is our highest priority; therefore, pre-employment checks will be undertaken prior to successful candidate joining, this include references from current or most recent employer, an enhanced DBS check and original certificates of qualifications will also need to be provided. 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.



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.



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 documentary evidence of your right to work in the UK.



Data Protection: 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.



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.

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