



**PHOENIX**  
PRIMARY SCHOOL

# **EYFS Lead**

**Candidate Application Pack**

A **Beyond** ACADEMY  
SCHOOLS TRUST

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## Message from Pete Sears, Headteacher

Thank you for your interest you have shown in the role of **EYFS Lead** here at Phoenix Primary School.



“Primary school days should be the most magical, fun filled days of a young person’s life. A time to make friends, to sing, dance, laugh, run, jump, play, as well as, learn. I hope every child that attends our school will leave with these positive happy memories”

Our team at Phoenix work hard to ensure that each child enjoys their time at our school and leaves ready to start a new chapter in their lives. While attending our school each child will be encouraged to be independent, to persevere, be honest and caring, whilst feeling safe and valued. If a child works hard, they will be able to achieve their very best, becoming positive and successful learners who are ready to face the world equipped with skills they can use for the rest of their life.

I place a strong emphasis on building relationships with our children, parents and their families. At Phoenix there is a dedicated team whose job it is to support children and their families so that all children can attend school and receive an education. We operate an open-door policy and if there is anything we can do to be supportive you need just ask.

We are committed to providing an exciting education for all pupils. We aim for children to achieve the best and be the best they can. You will play a pivotal role for them and the School.

[Parent comments from recent IQM visit Sept 22](#)

[“Phoenix gets that not all children are the same...but they have realistic and high expectations for all children”](#)



## About Phoenix Primary School

The school is a multi-cultural environment located in a close-knit community in central Chatham, close to all road, bus and rail networks. Chatham is part of the Medway towns which is rich in cultural heritage such as the Historic Dockyard, Rochester and Upnor Castle and many Museums and two Theatres. There are many retail opportunities to explore such as the town centres, Dockside Outlet and Hempstead shopping centre. The towns also boast of many opportunities for recreational pursuits and has three public pools and Leisure centres and lots of natural parks and spaces to explore.

We joined the trust in 2012 as a Phoenix Junior Academy and opened in 2020 in the Beyond Trust as Phoenix Primary School. We currently have 350 children on role and we cater for a broad range of needs.



The school has a stable staff and the SLT is established over the last three years. We are the proud holders the Enhanced Values Based Education award, and in March this year we achieved the Character Education Plus kitemark. In September we were also awarded the prestigious Centre of Excellence Award.

“Phoenix Primary school has gone beyond solely teaching the children about good character, but allows character to be caught and so develop their individual character”  
Character Education Report June 22.

We are an inclusive caring school offering children a good education and capacity to develop in all areas of life such as the arts and sports. We offer wrap around care from breakfast club at 8.00am through to after school clubs running through to 4.45pm. Our pastoral support is excellent for the young people and their families and we offer support for external services to engage with those who need it.



Staff have opportunities to develop professionally and an encouraging performance management system is in place to create the environment for staff to achieve their own goals within supportive and kind surroundings.

If you want to join a team that is supportive, fun, human, takes chances, enjoys challenges then we just might be a good fit.

“We are very lucky to be led by such a supportive Headteacher” Member of Staff November 2022



# 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 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.



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



**01634 888115**



[www.beyondschoools.co.uk](http://www.beyondschoools.co.uk)



[hello@beyondschoools.co.uk](mailto:hello@beyondschoools.co.uk)



# Job Description – EYFS Lead

## Purpose

The successful candidate will be expected to carry out the duties of a teacher in accordance with the Teachers Pay and Conditions Document and other relevant statutory provisions, and to carry out other such associated duties as are reasonably assigned by the Headteacher.

## Professional responsibilities

The EYFS Leader is a significant part of the leadership structure of the school. You are required to manage all aspects of EYFS and make a significant contribution to the school. As part of the school's leadership you will:

- Support and model the aims and ethos of the school.
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, incorporating the areas of learning for Early Years Foundation Stage
- Facilitate, support and monitor the overall progress and development of EYFS.
- Foster a learning environment and educational experience which provides pupils with the opportunity to excel.
- Share in the development of the EYFS teaching programmes, methods of teaching and assessment and their review.
- Understand issues relating to the organisation, including data trends.
- Model, support and uphold the school's policies.
- Support other leaders in the development and running of the school.
- Contribute to staff development activities.
- Develop links with governors, LA, outside agencies and other schools.
- Set a good example in terms of dress, punctuality and attendance.
- Demonstrate the very best teaching practice and classroom management consistently
- Constantly strive for excellence, look beyond school for research ideas and be forward thinking in terms of new educational developments that could impact upon the school.
- You may also be asked to undertake other duties in line with your management role within the school.
- Ensure that you take an active role in your own professional development.
- Be active within and fully committed to working in collaboration across the Trust.
- Uphold the school's robust safeguarding policy and processes

## Responsible for

- To develop a collaborative and co-operative approach as a Reception team.
- To be aware of the pastoral and well-being needs of staff, pupils and parents within the team, and advise senior leaders of any concerns.
- To induct, support and monitor new staff within EYFS.
- To regularly meet with staff within the EYFS, ensuring that they are aware of expectations or changes in school policy and practice.



- To provide guidance for EYFS staff, ensuring that members of the team are fully prepared and trained, where required, in the school's planning, marking and assessment systems.
- To build relationships with the local nurseries, ensuring that transition into school is well managed.
- To support staff in meeting moderation and assessment requirements and deadlines and being a role model for staff in these processes.
- To be an exemplary class room practitioner and use this practice to develop and support staff where necessary.
- To monitor and support the improvement of teaching in EYFS by challenging aspects of practice that need development or does not meet school policy, and by then coordinating or leading support and development opportunities.
- To be responsible and accountable for pupil outcomes within EYFS, through a process of monitoring, evaluating and reviewing pupil progress and teaching outcomes, and ensuring that appropriate interventions are in place.
- To ensure that the needs of all pupils within EYFS are met, including those with special needs, statements, or disadvantaged pupils, and support staff where necessary in providing effective provision.
- To positively manage behaviour effectively, following school policy by acting as a contact point for pupils and parents of the phase, and advising senior leaders of any ongoing issues or concerns.
- To ensure that routine matters within the phase are carried out appropriately, e.g. that out of school visits meet school policy; that communication home to parents is appropriate etc. 1
- To manage routine staffing within EYFS, ensuring that the phase is fully staffed and running within school policies.
- To ensure transition into KS1 is smooth, liaising with Y1 teachers and ensuring that the children are prepared for KS1 expectations.
- Ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the school;

To be adaptable, flexible and have a sense of fun and humour.

### Other duties

**Subject Leadership** In addition to the responsibilities above, the EYFS leader may be asked to take on significant leadership of a subject or areas. They are also expected to take a lead role in developing school policies and practice. This job specification will be reviewed annually during performance management.

Your role in school may change according to the circumstances and needs identified in the School Development Plan or leadership reviews.

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.





## 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, victimization, 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

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> <li>✓ Qualified teacher status</li> <li>✓ Good demonstration of all Teacher Standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Curriculum subjects</li> <li>✓ EYFS Lead Experience</li> </ul>
Experience	<ul style="list-style-type: none"> <li>✓ Experience of exemplary classroom practice</li> <li>✓ Excellent curriculum knowledge</li> <li>✓ Experience of leading teams</li> <li>✓ Always put the child at the centre of what you do</li> <li>✓ Experience of teaching and implementing systematic phonic programmes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leading EYFS</li> <li>✓ Monster Phonics</li> <li>✓ Planning in the Moment</li> <li>✓ Continuous Provision</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>✓ Very good understanding of learning and ability to inspire and motivate children</li> <li>✓ Commitment to continuously raising standards</li> <li>✓ Highest expectations regarding achievement and behaviour</li> <li>✓ A real commitment to inclusion and individual needs</li> <li>✓ Able to involve all learners through a range of teaching styles</li> <li>✓ Good assessment practice for best pupil progress</li> <li>✓ Very good planning &amp; delivery of an engaging curriculum</li> <li>✓ Committed to language-rich and stimulating learning</li> <li>✓ Secure subject in maths across all key stages</li> <li>✓ Excellent written and oral communication and interpersonal skills with a wide range of people – children, parents, colleagues and others working in your class</li> <li>✓ Ability to work effectively in a team to improve pupil achievement and support colleagues</li> <li>✓ Excellent organisational skills and flexibility</li> <li>✓ Excellent knowledge of EYFS curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ A knowledge of policies and procedures relating to Safeguarding, Health and Safety and confidentiality</li> <li>✓ A good knowledge of the National Curriculum from Year 1</li> </ul>



Skills and attributes	<ul style="list-style-type: none"> <li>✓ Committed to Early Years education and understanding of educating the whole children through a rich curriculum.</li> <li>✓ Excellent verbal and written communication skills</li> <li>✓ Motivated, ambitious, energetic and determined to make a difference</li> <li>✓ Good organisation and problem-solving skills</li> <li>✓ Ability to work independently and adapt to the needs of the children</li> <li>✓ Ability to engage all through creative teaching</li> <li>✓ Relevant skills associated with supporting in modelling high quality lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Positive reinforcement strategies for engaging children</li> <li>✓ A reflective approach to personal development</li> <li>✓ Experience in positive behaviour redirection</li> <li>✓ Experience in leading a team of staff and overcoming barriers</li> </ul>
Personal Characteristics	<ul style="list-style-type: none"> <li>✓ Be a team player, who can support outstanding practice</li> <li>✓ Have sensitivity to the needs of the pupils</li> <li>✓ Flexibility, emotionally resilient calmness and reliability</li> <li>✓ A willingness to undertake professional development</li> <li>✓ Expect the best possible outcomes from everyone</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have a good sense of fun</li> <li>✓ Be able to model our values</li> </ul>



## Summary of Terms & Conditions

<b>Start date:</b>	January 2023 or earlier
<b>Contract Type:</b>	Full-time, permanent
<b>Place of Work:</b>	Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD
<b>Hours &amp; days of work:</b>	32.5 hours per week Monday to Friday
<b>Salary:</b>	Main pay scale plus TLR 2B
<b>Induction Period:</b>	This post has a 6-month induction period.
<b>Pension:</b>	Membership of the Teacher Pension Scheme for teaching staff
<b>Notice period:</b>	As per Conditions of Service for School Teachers – Burgundy Book
<b>Car insurance:</b>	Trust employees who use their private vehicles in the course of their duties must be covered with their insurers to cover business liability





# Benefits

<b>Benenden Healthcare:</b>	Non- contributory membership of Benenden Healthcare Scheme.														
<b>Continuing Professional Development</b>	A comprehensive induction programme for all staff with a commitment to continuing professional opportunities across the Trust.														
<b>Staff Wellbeing:</b>	Whole Trust approach to well-being.														
<b>Pension Scheme:</b>	<p>All teachers will automatically be enrolled into the <b>Teachers' Pension Scheme</b>. Contribution bandings are based on actual salary. Contribution rates from 1<sup>st</sup> April 2022 are as follows:</p> <table><tr><th>Annual Salary Rate from 1<sup>st</sup> April 2022</th><th>Member contribution Rate</th></tr><tr><td>Up to £29,187.99</td><td>7.4%</td></tr><tr><td>£29,188 to £39,290.99</td><td>8.6%</td></tr><tr><td>£39,291 to £46,586.99</td><td>9.6%</td></tr><tr><td>£46,587 to £61,742.99</td><td>10.2%</td></tr><tr><td>£61,743 to £84,193.99</td><td>11.3%</td></tr><tr><td>£84,194 and above</td><td>11.7%</td></tr></table>	Annual Salary Rate from 1 <sup>st</sup> 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%
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£61,743 to £84,193.99	11.3%														
£84,194 and above	11.7%														
<b>Other Benefits:</b>	Two-week, half-term break in October														
<b>Family Friendly Policies</b>	The Trust offers generous family friendly policies including maternity, paternity, shared parental leave and adoption.														
<b>Cycle Scheme:</b>	The Trust is a member of the Cycle to Work Scheme.														
<b>Catering:</b>	On site catering at affordable prices														
<b>Employee Discounts schemes:</b>	Details available upon joining														



# The Recruitment Process

**Closing date:** Wednesday 7<sup>th</sup> December 2022

**Interview date:** Week commencing 12<sup>th</sup> December 2022

*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 [mireland@phoenixprimary.com](mailto:mireland@phoenixprimary.com)

If you wish to discuss the role, please contact **Melissa Ireland** on **01634 829009** or via email [mireland@phoenixprimary.com](mailto:mireland@phoenixprimary.com)

## 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 [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.



## EYFS Lead

<b>Salary:</b>	Main Pay Scale plus TLR 2B
<b>Start date:</b>	January 2023 or earlier
<b>Location:</b>	Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD
<b>Closing date:</b>	Wednesday 7 <sup>th</sup> December 2022
<b>Interview date:</b>	Week commencing 12 <sup>th</sup> December 2022

Phoenix Primary is a proud accredited enhanced VbE setting, our values are at the heart of everything we do for our children. Our curriculum is knowledge-engaged and along with our values, the two promote self-leadership, which enables all children to work towards fulfilling their wonderful potential.

This year Phoenix Primary School welcomed our first cohort of Year 2 to continue the exciting transformation from a junior school to a Primary School. Our EYFS and KS1 classes are inspiring, using planning in the moment and Continuous Provision in Year 1, our curriculum is only possible with the key relationships staff build with the children.

We are looking for an inspirational and highly effective teacher with solid EYFS experience, to lead our early years team. We are seeking a caring, intelligent practitioner who supports and promotes the vision and ethos of our school, and has high expectations of pupil behaviour, pastoral care and the emotional well-being of every child. As part of our energetic and welcoming team, you will enthuse and motivate our youngest learners, while maintaining a healthy learning environment for all children within the school.

The role of class teacher is to deliver outstanding learning opportunities within the provision, understanding that the adults within the environment are the key to developing prime skills. We are looking for a dedicated, passionate and committed practitioner. The successful applicant will have a passion for working with all pupils and assisting them on their journey, which may have included all manner of setbacks in and outside of education.

### **We offer:**

- A comprehensive induction programme
- Private health care cover – Benenden
- Growing Well-Being Team with Mental Health Lead supporting children and staff
- Laptop for all teaching staff
- A happy and caring community
- Fabulous children eager to learn.
- Two-week half term in October
- A Healthy Work-Life Balance and a committed SLT

### **Progression opportunities:**

- Subject Lead
- Phase Lead – Extended Leadership qualifications





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 [mireland@phoenixprimary.com](mailto:mireland@phoenixprimary.com)

Visits to the school are strongly encouraged. For further information and to arrange a school visit, please contact **Melissa Ireland** on **01634 829009** or via email [mireland@phoenixprimary.com](mailto:mireland@phoenixprimary.com)

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

#### **Safeguarding commitment**

The **Beyond School Trust** is committed to safeguarding and promoting the welfare of all staff and students. Any offer of appointment will be subject to satisfactory references, an enhanced DBS with children's barred list and online check will be required for all successful applicants

#### **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

### Phoenix Primary School

Glencoe Road  
Chatham  
Kent  
ME4 5QD

**Tel: 01634 829009**

Email: [office@phoenixjuniors.co.uk](mailto:office@phoenixjuniors.co.uk)

[www.phoenixprimary.com](http://www.phoenixprimary.com)

<https://w3w.co/pinch.hurls.chef>

