

THE SKINNERS'
KENT ACADEMY



PRIDE IN OUR SUCCESS

HEAD OF BUSINESS – PERMANENT FULL-TIME

Information for Candidates

April 2025

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

INTRODUCTION FROM THE PRINCIPAL



Dear Candidate,

I am delighted that you are interested in a position with The Skinners' Kent Academy.

The Skinners' Kent Academy is a co-educational, all-ability Secondary school. The Academy is funded by the DfE and is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.



The Academy moved into its state-of-the-art building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and we are delighted to be able to offer an education to young people who benefit from the exceptional learning environment and opportunities the Academy provides.

Our Academy is supported by experienced professional teams, providing high quality Finance, HR, Estates and IT support which ensures smooth running and cost effectiveness, and in turn supports the learning of our young people.

Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our Academy community is expected at all times, then we would be very interested in receiving an application from you.

Miss Hannah Knowles
Principal
The Skinners' Kent Academy

OUR VISION AND VALUES



The Skinners' Kent Academy is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Academy. In particular we wish to support young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Academy. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.

At the Academy our mantra is to develop students who are Successful, Kind and Aspirational

Pride In Being...Successful

- A broad, balanced but ambitious curriculum for all students.
- Development of curious and knowledgeable young people, who are informed and inquisitive and seek opportunities to expand and strengthen their understanding.
- Development of opportunities for all students which nurture a sense of discovery, inspiration and passion for each student to find their own path through life.

Pride In Being...Kind

- We are principled: every person is treated equally with respect and consideration, upholding the values of equality, diversity and inclusion.
- We maintain a global outlook, making reasoned ethical decisions, showing compassion for others and for our environment, and nurturing respect for those within the Academy and in our local and wider communities.
- Co-operative partnership with others, developing our own and others' self-worth, valuing honesty and integrity.

Pride In Being...Aspirational

- We will always strive for excellence in all that we do, so that our students are positive role models who view education: we want to instil genuine lifelong learning.
- We will encourage students to develop confidence in their problem-solving abilities, their leadership skills and to see their ideas through to completion.
- Students will be encouraged to set their own bar high and to turn dreams into reality through academic and pastoral excellence; we recognise the importance of challenge, so that they develop the skills and qualities to meet society's challenges.



SKINNERS' ACADEMIES TRUST



The Skinners' Kent Academy is part of Skinners' Academies Trust, a Multi Academy Trust (MAT) comprising of The Marsh Academy, Skinners' Academy, The Skinners' Kent Academy, Skinners' Kent Primary School, Temple Grove Academy and The Skinners' School.

Skinners' Academies Trust is sponsored by The Skinners' Company, one of the 'Great Twelve' livery companies of London. The Company is a major not-for-profit organisation with a well-established reputation for philanthropy dating back some 700 years. Education is a core charitable purpose and the Company has a long track record of establishing, running and supporting excellent schools. Besides the Academies in the Trust, the Company also supports Tonbridge School, The Judd School in Tonbridge, and The New Beacon preparatory school in Sevenoaks.

In the Trust, members of The Skinners' Company make up a significant proportion of each Local Governing body and the Company provides financial support to help all its schools provide the best possible education.

The Trust's purpose is to provide its young people with the opportunity to make the most of their talents and fulfil their potential. It aims to:

- **Promote collaboration:** exchanging ideas and good practice to solve common problems together
- **Enable efficiency** in the use of its limited resources
- **Invest in staff**, finding the best teachers and giving them excellent opportunities to develop and progress
- **Share expertise** both from within the group and the wider sector, particularly in specialist areas such as SEND and mental health.

All of the schools within the Trust have first-class teaching, management and leadership, and are supported and held to account by high-quality governing bodies.

Further information about the Trust can be found on its website [here](#).



ROYAL TUNBRIDGE WELLS



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the M25, the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings. There are also direct trains to and from London and the coast.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

JOB PROFILE



Post: Head of Business

Salary: MPS/UPS – According to Experience Plus TLR 2.1

Responsible to: Assistant Principal, Curriculum, Progress and Learning

Responsible for: Teaching and Learning of all year groups, planning and preparation of lessons and Schemes of Work, working to develop the Business Department

Key Relationships: Senior Leadership Group; Head of Subjects; Heads of Year; parents; students, external agencies.

Job Purpose

- To support Malala House to secure high quality learning, raise standards and have a positive impact on student experience within the subject area.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

• To work to the professional duties set out in the School Teachers' Pay and Conditions Document and meet all requirements as appropriate of the Teachers' Standards (attached as Appendices to this document).

Key Responsibilities

- To agree, monitor and evaluate Business student progress targets, which make a measurable contribution to whole Academy targets, including robust data management and organisation of any necessary catch-up and extension workshops.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Principal and in line with the Academy's vision.
- To create a Subject Improvement Plan, based on annual subject reviews which contributes positively to the aims and achievement of the Academy Improvement Plan and which actively involves all Business teachers in its design and execution.

To support the review and monitoring of the delivery of Performance Appraisal objectives across the Subject according to the Academy timeline resulting in a clear and tangible impact on student learning.

- To hold others to account for underperformance, where required, and to put in place appropriate support plans to improve performance.
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- To annually review of the standards of leadership, teaching and learning in Business, consistent with the Academy self-evaluation approach.
- To ensure all Business staff understand, and are actively implementing, the key aspects of the Academy's behaviour and inclusion policies including the celebration
- of student success e.g. assemblies, displays, awards, rewards, publicity, curriculum enhancement days.
- To engage all Business staff in the creation, consistent implementation and improvement of schemes of work/ MYP unit planners which encapsulate key Academy
- learning strategies and best suit the development of the Business curriculum.
- To oversee the mentoring, induction and development of ITT students and NQTs in the Department, alongside others within the department.
- To keep up to date with developments to BTECs vocational courses and liaise with Senior Leadership Team regarding changes.
- Lead and support BTEC teachers in other departments to ensure standards are met.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To monitor the application of ICT in the department as an effective tool for learning.
- To be an excellent practitioner and to support teaching and learning within the Academy by setting the example in your classroom and through lesson observation feedback and coaching.
- Responsibility alongside Assistant Principal to run and coordinate Academy Literacy Programme

JOB PROFILE



- To promote Business studies across the school including regularly updating course information.
- To oversee the development of cross-curricular links, as appropriate.
- To liaise with support staff, as appropriate, to help realise the objectives of the Department.
- To attend Governing Body meetings and committees as required.

Additional responsibilities

- Develop constructive relationships and liaison between other subject area staff, SEN staff and support staff.
- Engage in relevant continuous professional development opportunities and performance management arrangements.
- Attend House and Academy Meetings and lead on enrichment activities.
- Be responsible for academic and pastoral tracking, and review and support the well-being and safeguarding of a group of students within their House Tutor Group.
- To oversee the extra curricular events and trips and ensure the external specialist teachers are enhancing the learning opportunities for all who engage.
- To work with the Assistant Principal to ensure whole school Business opportunities are provided to ensure cultural capital for all.
- To undertake other duties as may reasonably be assigned by the Principal of the Academy Trust, recognising that the duties of this post may vary from time to time without changing the general character of the post or level of responsibility. Recognise that roles and responsibilities may change as the Academy develops.
- In addition to leadership responsibilities, staff are also expected to meet Teacher Standards as highlighted.

Part one: teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Analyse students' data and test/exam performance to inform planning and intervention.
- Plan teaching to build on students' capabilities and prior knowledge.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard well-being, in accordance with statutory provisions.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

JOB PROFILE



5 Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- Follow the Academy assessments reporting policies.

7 Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour for learning policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy including co-curricular.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Plan with and deploy support staff effectively to engage fully in learning and progress.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents about students' achievements and wellbeing.
- Work with other professionals as needed eg speech and language, EP etc.

Part two: personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside Academy, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways that exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies, and practices of the Academy in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

JOB PROFILE



Part three: Year Group Tutor

The role of a Year Group Tutor is to:

- Act as a personal tutor within the house system;
- Be responsible for the welfare and academic progress of their personal tutor group;
- Act as the first point of contact for parents;
- Monitor and improve attendance rates for the tutor group/class;
- Be responsible for the Academy's reward system within the tutor group/class;
- Meet regularly with the Head of Subject and attend house team meetings;
- Support inter-house activities as arranged by the Head of Subject;
- Ensure that students follow the Academy's uniform policy;
- Ensure that students follow the Academy's rules and policies; and
- Set a good example in terms of dress, punctuality, and attendance.

Part four: other duties and responsibilities

To carry out other duties that the Principal of the Skinners' Kent Academy may reasonably request.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

PERSON SPECIFICATION



Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Relevant first degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • MA or equivalent Leadership qualifications
Experience	<ul style="list-style-type: none"> • Proven record of sustained and successful subject delivery and ideally middle leadership and management within at least one secondary school. • Proven record of improving standards of teaching and learning within subject within at least one secondary school. • Proven record of developing teachers within a subject discipline and fostering appropriate professional relationships which allow both support and challenge • Evidence of implementing excellent behaviour management strategies leading to significant improvements to student attitudes to learning. • A strong understanding and commitment to the Academy vision • Evidence of understanding complex safeguarding matters and the actions required to comply with national policy • Good knowledge of relevant health and safety legislation as appropriate. • Evidence of translating policy into effective practice and keeping up to date with research in school improvement and national education policy • Excellent classroom teacher, with a clear commitment to improving the quality of pupils' learning • Extensive knowledge of the taught Curriculum • Experience of using a range of classroom management strategies to promote high quality learning for all children • Use of assessment data to raise standards • Experience of successful and innovative teaching in Key Stages 3,4 and 5 • Excellent ICT skills • Evidence of a commitment to extended learning for students beyond the classroom 	<ul style="list-style-type: none"> • Experience of working with parents and carers and external agencies • Awareness of major developments in the curriculum and educational research, especially in regard to differentiation and special educational needs, and knowledge and understanding of models and theories of learning. • Successful experience of developing targeted intervention strategies based upon student performance data to accelerate

PERSON SPECIFICATION



Skills & Knowledge

- Good knowledge of relevant health and safety legislation as appropriate.
- Evidence of translating policy into effective practice and keeping up to date with research in school improvement and national education policy
- Excellent classroom teacher, with a clear commitment to improving the quality of pupils' learning
- Extensive knowledge of the taught Curriculum
- Experience of using a range of classroom management strategies to promote high quality learning for all children
- Use of assessment data to raise standards
- Experience of successful and innovative teaching in Key Stages 3,4 and 5
- Excellent ICT skills
- Evidence of a commitment to extended learning for students beyond the classroom

APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding** You will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



PROFESSIONAL DEVELOPMENT



Professional Development

At The Skinners' Kent Academy our vision is one of a professional community driven by the principle of constant development; aiming to be research informed in everything we do. We believe that quality conversations between thoughtful professionals is the way to improve the quality of education we offer. For staff at the Academy, Professional Development Time (PDT) consists of independent research, seminar discussions, collaborative planning, time in teams and conferences. Staff also have opportunities to complete external qualifications such as NPQs, Masters and Chartered College Status.

Staff have autonomy to shape their professional development, to support Academy improvement. New staff joining the Academy at any point in the academic year have an abridged induction programme to familiarise them with our systems and procedures.

The Academy will also support applications from staff to take NPQs offered via [Ambition Institute](#) and staff are encouraged to participate in training programmes and courses offered by the [Chartered College of Teaching](#) (CCT). At present we have staff completing the Chartered College's Certificate of Informed Practice as well as staff gaining Chartered status. The Academy is also an unlimited partner school of [The Prince's Teaching Institute](#) (PTI) which facilitates further professional development for teaching staff through CPD subject days, leadership courses and support for new teachers.

More recently, as part of The Skinners' Company family of schools, staff have had the opportunity to attend seminars from speakers such as Peps Mcrea, Paul McGee and Mary Myatt. This is an area that the Academy is seeking to develop alongside the other Skinners' schools to deepen the link and relationships between them.

Skinners' Academies Trust Professional Development

Skinners' Academies Trust are committed to investing in our people and as such offer a high-quality suite of professional development opportunities for all our teachers. Everyone at the Trust is committed to being a

reflective practitioner, open to learning and motivated to keep getting better.

We know that professional development for our people will lead to impact in our schools. The five pillars of our offer are designed to offer opportunities to all our staff, to support our vision for an excellent education in all our schools and to have a clear impact on outcomes for all our pupils.

Chartered College of Teaching membership

All teaching staff are given full membership to the Chartered College of Teaching. This gives them access to a range of resources including research papers, articles, lesson videos and the quarterly journal, Impact; and opportunities to participate in CCT courses or become a Research Champion.

Research-led networking opportunities

The Trust-wide book group meets online each half term to explore an education-based text and discuss the implications on classroom practice. Copies of the book are free to members.

Our Research Enthusiasts group similarly meets each half term. It offers teachers from across the Trust with a passion for evidence-informed practice the opportunity to debate a range of research and its implications for classroom practice and student outcomes.



PROFESSIONAL DEVELOPMENT: SKINNERS' ACADEMIES TRUST



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Development for middle leaders

Our bespoke Middle Leadership Programme is a 10-month course designed and delivered internally for those at the start of their leadership journey. Throughout the course we explore evidence and good practice around effective leadership, use of data, managing teams and how to implement improvement. All participants are allocated a mentor who supports them throughout the course, and get to visit each Trust school over the course of the year.

Subject-specific collaboration

We have established Subject Communities for English, Maths, Science and MFL, enabling improvement at subject level the Trust through collaboration between subject leads and shared good practice. This gives heads of department an exciting chance to experience and learn from a range of practice across all our schools.

SLT Community of Practice

All senior leaders across the Trust are members of our SLT Community of Practice, giving them the opportunity to share good practice in school improvement. Leaders participate in visits to Trust schools, hear from external experts and provide professional and supportive critique to one another.



STAFF WELLBEING & BENEFITS



The Skinners' Kent Academy is committed to providing a healthy and caring environment that promotes and supports positive mental health and wellbeing for our students, staff and stakeholders. Positive mental health and wellbeing is vital to what we do at school; it underpins the crucial work carried out to support students and their families. We are highly committed to supporting staff's mental health and wellbeing, to ensure that there is a positive and supportive workplace.

Outlined below are some of the ways in which staff are supported:

- Key staff are trained as Mental Health Leads within the Trust.
- An email protocol which supports communications only between the hours of 7am and 6pm
- A working on-site protocol which encourages everyone to be off-site no later than 6pm
- Random acts of kindness initiatives
- A commitment to support staff with personal issues and an empathetic approach to such events.

Pension Scheme Contributions

We offer a valuable pension package of benefits for members and their dependents of both the teachers and local government pensions schemes; generous employer contribution; tax relief on your contributions; flexibility to pay more or less in contributions; flexible retirement options.

Cycle to work

The Academy is a registered employer of the Cyclescheme which is the UK's most popular Cycle to Work benefit, providing staff members with the opportunity to purchase a bike of their choice, tax free. Staff can save 25-39% of the cost of a new bike and accessories whilst also spreading the cost. Payments are deducted via payroll over a term of 12 months.

Kent Rewards

Through Kent Rewards, employees are able to access a wide-range of discounts on high street and supermarket

shopping, leisure facilities such as cinema and gym, and travel options such as holidays and hotel stays.

Annual leave

Our support staff on 52 weeks per year contracts benefit from an annual leave allowance of a minimum of 27 days. This is in addition to any Bank or Public Holidays.

Referral bonus

The Academy offers a referral bonus of £500 if they refer a member of staff to the Academy and it leads to a successful appointment and start of employment.

Onsite-gym

Staff have free use of the Academy's fitness suite and sports facilities

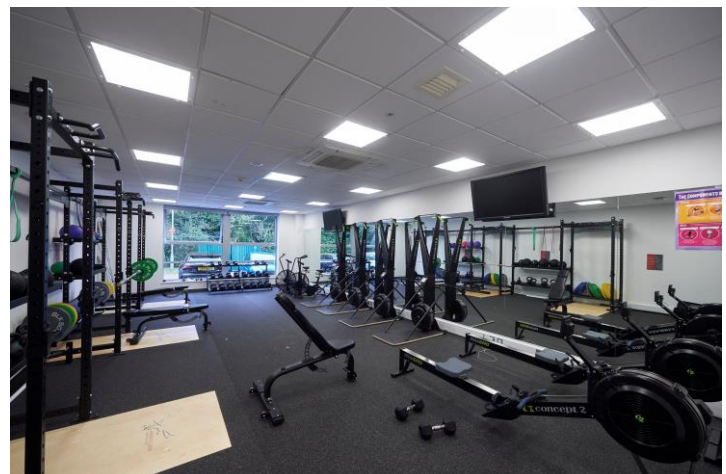
Electric Vehicle Charging Stations

Staff have access to two Electric Vehicle Charging Stations.

Education Sector benefits

Staff have access to the following programmes as part of their employment within the Education sector:

- Headspace, providing resources and research around mindfulness and meditation
- Spire Healthcare: Wellbeing and health promotion initiatives including full access to a dedicated Wellbeing website
- Nuffield Health Tunbridge Wells: 30% discount



SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



The Skinners' Kent Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aim of our Safer Recruitment Procedure is to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them. A copy of our Safeguarding & Child Protection Policy can be viewed [here](#).

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- an Academy application form, normally found on TES

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.



References

References will normally be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Pre-employment checks

- an enhanced DBS check is required for all successful applicants;
- Prohibition, overseas and social media checks will also be completed if necessary; and
- we will also carry out online searches for all shortlisted candidates to identify any incidents or issues related to suitability to work with children.

As an applicant, it is an offence to apply for a role that involves engaging in regulated activity relevant to children, schools and colleges if you are barred from engaging in such activity. In line with [Keeping Children Safe in Education](#) guidelines, candidates will be asked to complete a self-declaration at the shortlisting stage.

To view our privacy policy, please click [here](#)

HOW TO APPLY



The closing date for applications is **Tuesday 6th May 2025 at 12 noon** with interviews commencing in the week beginning **w/c Monday 12th May 2025**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on our [TES page](#).
- The Skinners' Kent Academy will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact HR on **01892 553031** or hr@skinnerskent.org.uk.

We look forward to hearing from you



The Skinners' Kent Academy

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