



**Head of English**

**Application Pack**

**January 2022**

Learn. Believe. Achieve.

Thank you for your interest in this role. Before applying, we encourage you to contact Mr Daniel Dunscombe, Assistant Head Teacher, for an informal discussion about this role ([ddunscombe@robertnapier.org.uk](mailto:ddunscombe@robertnapier.org.uk)).

## HOW TO APPLY

To apply for this post, please complete a Teaching Staff Application Form, which can be found on the school website at [The Robert Napier School - Vacancies](#).

Please submit your completed application form to [vacancies@robertnapier.org.uk](mailto:vacancies@robertnapier.org.uk).

The Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be subject to an enhanced Disclosure and Barring Service certificate and checks of the relevant barred list / prohibition lists.

|                                       |                                                             |
|---------------------------------------|-------------------------------------------------------------|
| <b>Position:</b>                      | Head of English                                             |
| <b>Location:</b>                      | The Robert Napier School, Third Avenue, Gillingham, ME7 2LX |
| <b>Reporting to:</b>                  | Assistant Head Teacher                                      |
| <b>Closing Date for Applications:</b> | 28 <sup>th</sup> January 2022                               |
| <b>Selection and Interview Date:</b>  | TBA                                                         |
| <b>Start Date:</b>                    | As soon as possible                                         |
| <b>Salary:</b>                        | Leadership Scale L9 – L12                                   |

## Contents

|                            |         |
|----------------------------|---------|
| Welcome                    | Page 3  |
| Job Description            | Page 4  |
| Person Specification       | Page 6  |
| Mission, Vision and Values | Page 8  |
| Senior Leadership Team     | Page 9  |
| FPTA Academies             | Page 10 |
| Contact Details            | Page 11 |

## Welcome

**Thank you for the interest you have shown in the role of Head of English at the Robert Napier School.**

We are seeking a well-qualified, enthusiastic Head of English to build on the excellent work of the outgoing post holder and to take the English Department onto the next stage of its journey. The English team is a highly qualified, effective and stable team, who deliver high quality lessons to all students in key stages 3 and 4. English is also an option at sixth form, with the team responsible for the delivery of A Level English as well as GCSE resit English where necessary.

This is an exciting opportunity for a middle leader to make their mark, by leading our large English team to achieving the best outcomes from our students, through the continued development of the high-quality pedagogy embedded across the school. The successful candidate will be looking to build on the successes of recent years at GCSE, whilst developing the sixth form curriculum to attract more students to take up the key stage 5 offer.

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 Primary School and Phoenix Junior 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 continues 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 mentor to help them settle into their new role.

I hope you find this applicant pack informative. If you have any further enquiries, please do not hesitate to contact us, using the contact details at the start of this pack. I look forward to receiving your application.

Steve Quenby  
Head Teacher

## **Job Description**

### **Head of English**

**The Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

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

##### **Curriculum Provision**

- To ensure that the English curriculum area provides a range of teaching which supports the School Improvement Plan and supports outstanding progress and outcomes.

##### **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 the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process and to implement effective performance management of staff in your department.
- To ensure the effective/efficient deployment of staff in your subject area.
- To work as a member of the Subject Leader 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 those.
- 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 from time to time methods of teaching and programmes of work in your subject area.
- 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.

##### **Management of Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (SIMS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.

- To track student progress and use information to inform teaching and learning across your subject area.

### **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.
- 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.
- To use 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 undertake assessment of students as requested by external examination bodies, the subject area and School procedures.
- 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 the 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

| Selection Criteria                                                                                                                                     | Essential | Desirable |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications</b>                                                                                                                                  |           |           |
| Qualified Teacher Status                                                                                                                               | ✓         |           |
| Good degree in English or a related discipline                                                                                                         | ✓         |           |
| Evidence of appropriate continued personal and professional development                                                                                | ✓         |           |
| <b>Experience and Attributes</b>                                                                                                                       |           |           |
| An outstanding teacher                                                                                                                                 | ✓         |           |
| Successful teaching experience at KS3, 4 and 5                                                                                                         | ✓         |           |
| Secure knowledge of the characteristics of effective learning, teaching and assessment in English                                                      | ✓         |           |
| A proven track record in improving results and ensuring students make ambitious progress.                                                              | ✓         |           |
| 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 | ✓         |           |
| <b>Personal Qualities</b>                                                                                                                              |           |           |
| Ability to help develop and to support a vision of high quality education based on the moral integrity of the school's core values.                    | ✓         |           |
| Keeps abreast of the latest developments in the field of education, with an understanding of how these will impact upon teaching and learning.         | ✓         |           |
| 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.   | ✓ |  |
| Actively seeks professional development opportunities and engages with them effectively. | ✓ |  |
| Maintains a healthy work life balance                                                    | ✓ |  |
| A sense of humour, cheerful demeanour and positive, can-do attitude                      | ✓ |  |
| A capacity for hard work and willingness to “go the extra mile”                          | ✓ |  |

## The Robert Napier School

### Our Mission

***'To be the outstanding community school of choice'***

### Our Vision

At The Robert Napier School our mission is to be the **community school of choice** that work together to inspire students to believe they can have a better future. We will work with **every** student to unlock their potential.

We will be successful by instilling creativity, motivation and resilience in all our students. **Every** student **learns, believes** and **achieves** more, both in our school and beyond.

### Our Values

Under the schools motto of **Learn, Believe, Achieve** sits six core values that our community value in all we do:

**Learn:** ***Respect; Trust***

**Believe:** ***Perseverance; Resilience***

**Achieve:** ***Fairness; Courage***

### Our Priorities 2021/2022:

- Improve literacy so all students can access the curriculum
- Be the community school of choice by being oversubscribed in July 2022
- Y11 to achieve 50% Level 4+ in English and Maths
- Progress 8 to be at least 0
- Increase 6<sup>th</sup> form to 150+ students
- Being 'outstanding' in Leadership and Management

## The Robert Napier School Senior Leadership Team

|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mr Steve Quenby<br><b>Head Teacher</b>                                                                                                                                                                                                                                                                                                                                                             | Mrs Jane Dunnett<br><b>Deputy Head Teacher</b>                                                                                                                                                                                                                                                                                                                                            |
| Mr Daniel Dunscombe<br><b>Assistant Head Teacher</b><br><b>Quality of Education – Key Stage 3</b> <ul style="list-style-type: none"> <li>• KS3 Raising Standards Lead</li> <li>• KS3 Behaviour</li> <li>• KS3 Marking &amp; Assessment</li> <li>• KS3 Student Tracking &amp; Intervention</li> <li>• KS2 – 3 Transition</li> <li>• Cross-Curricular Numeracy</li> <li>• Staff Wellbeing</li> </ul> | Mr Conor McVeigh<br><b>Assistant Head Teacher</b><br><b>Quality of Education – Key Stage 4</b> <ul style="list-style-type: none"> <li>• KS4 Raising Standards Lead</li> <li>• KS4 Behaviour</li> <li>• KS4 Marking &amp; Assessment</li> <li>• KS4 Student Tracking &amp; Intervention</li> <li>• Careers</li> <li>• Cross-Curricular Literacy</li> <li>• School Website</li> </ul>       |
| Mr Matt Fenton<br><b>Assistant Head Teacher</b><br><b>Quality of Education – Key Stage 5</b> <ul style="list-style-type: none"> <li>• KS5 Raising Standards Lead</li> <li>• KS5 Behaviour</li> <li>• KS5 Marking &amp; Assessment</li> <li>• KS5 Student Tracking &amp; Intervention</li> <li>• Junior Leadership Team</li> <li>• Oversight of UCAS</li> <li>• Sixth Form Enrichment</li> </ul>    | Mr Rob Leadbetter<br><b>Assistant Head Teacher</b><br><b>Welfare, Safeguarding &amp; Attendance</b> <ul style="list-style-type: none"> <li>• Safeguarding (including Designated Safeguarding Lead)</li> <li>• Attendance Policies and Strategy</li> <li>• Implementation of Nurture UK Strategy</li> <li>• Student Welfare</li> <li>• Student Voice</li> <li>• Student Council</li> </ul> |
| Ms Aliah Plaster<br><b>Assistant Headteacher</b><br><b>Special Educational Needs</b> <ul style="list-style-type: none"> <li>• SENCO &amp; SEN Department</li> <li>• Visually Impaired Unit</li> <li>• Access to Mainstream</li> <li>• Alternative Curriculum - ASDAN</li> <li>• Access Arrangements</li> <li>• Quality Assurance</li> </ul>                                                        |                                                                                                                                                                                                                                                                                                                                                                                           |

Note: All Assistant Head Teachers undertake line management of curriculum departments and other TLR holders.

# Beyond Schools Trust



## The Trust Vision

*'To be a high performing Trust that is well respected for providing exceptional educational experiences in our communities'*

All schools within the Trust retain their own distinctive character but have a common ethos and mission:

### Our Ethos

One Vision, One Trust, One Family of Schools Inspiring Outstanding Learning

### Our Mission

Providing opportunities for each individual to be the best they can be.

We have very high expectations of our staff and students and, in return, provide vast amounts of support to help everyone achieve their best. We want your employment choice to provide you with a fulfilling career experience that makes you a talented, resilient and high performing employee.

### Values

We expect everyone that works in the Trust to play a part 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 core values are as follow:



## Location of the Trust

The Trust is based in Medway and knowing the area well means we are aware of, and work tirelessly in a co-operative manner, to both minimise the pressures and strains that local children experience and maximise the potential they all have for great success. Each part of the Trust works collaboratively in sharing ideas and best practice and in generating new opportunities for pupils and students.



**The Robert Napier School**

Third Avenue  
Gillingham  
Kent ME7 2LX

**Tel: 01634 851157**

**Fax: 01634 280972**

[trns@robertnapier.org.uk](mailto:trns@robertnapier.org.uk)

[www.robertnapier.org.uk](http://www.robertnapier.org.uk)

**Beyond Schools Trust**

Fort Pitt Grammar School  
Fort Pitt Hill  
Chatham  
Kent ME4 6TJ

**Tel: 01634 888115**

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

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



Learn. Believe. Achieve.