



THE
**THOMAS
AVELING**
SCHOOL

Head of Religious Studies

Candidate Application Pack

A **Beyond** ACADEMY
SCHOOLS TRUST

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Message from Paul Jackson, Headteacher

Thank you for your interest you have shown in the role of **Head of Religious Studies** here at The Thomas Aveling School. I really hope you find the pack of interest and what we say about the school exciting – we certainly love the place!

Thomas Aveling is a great place to work and develop yourself further. The support you receive from colleagues is amazing, both formally and informally. There is a great atmosphere in school where everyone shares in the success of others, wants the very best for our students and really does leave no stone unturned in our support for our students and each other. Please see our 3 most recent OFSTED reports for an independent view of what we do at this marvellous school. There are some things – like being a happy school – that shine through over the period of 12 years that these reports cover.

The Thomas Aveling School is one of nine secondary-modern schools in the Medway area. We were the first High School in Medway to be allowed to convert to an Academy as a single establishment; this enabled us to spend additional funds on the needs of our school and hence improve achievement faster. We have since merged with another local Academy Trust and are now one of 5 schools in the Beyond Schools Trust. This provides all staff with additional opportunities to mix with colleagues from other schools and take part in cross-Trust initiatives – providing an extra dimension to your development.

Through the selective system, the top 30 percent of potential students are admitted to local Grammar schools through Medway's selective process rather than to the secondary modern schools. Due to our excellent local reputation, we are regularly oversubscribed by a factor of 3 to 4 applications for every place in Year 7. Our work on raising aspirations is impressive with many students achieving way above any expectations we might have based on prior attainment.

Our increasing success at Key Stage 4 (Progress 8 always in the top 20% of ALL schools nationally) has resulted in our Sixth Form expanding. Students are able to choose to study over 25 subjects, combining academic and vocational qualifications, this is further extended by our collaboration with the grammar school in our Trust.

Success in Level 3 courses has risen dramatically to almost a 100% pass rate and the average academic grade has risen to a C+ and the average vocational grade is a Distinction+. We are now ambitious to crack into the average of a B grade for our academic subjects. We have students applying to top universities each year including Oxbridge – this being from a base where most children upon entry in Year 7 would not be expected to complete level 3 courses.

The school draws its students from across the whole of the Medway area. The majority live in rented accommodation and the proportion from advantaged backgrounds is much lower than average. This is a school where you really do feel that you make a difference every day!





I hope you find this application pack informative.

Visits to the school are highly encouraged so that you can see the school in action. If you wish to arrange a visit to the school or you wish to discuss the role further, contact details can be found on the Recruitment Process page of this pack.

I look forward to receiving your application.

Paul Jackson
Headteacher



About The Thomas Aveling School

The Thomas Aveling School is a very successful non-selective mixed school; we are a happy school, a school for all abilities and a school for the local community of Rochester.

We create a culture of high expectations and success for all students and staff. This is grounded in a supportive ethos where each student is treated as an individual, with their needs and ambitions supported by a great pastoral and children's team. A student's well-being is of equal importance to their academic progress, the support we offer is outstanding.

As well as supporting students of all abilities to make fantastic academic progress, Thomas Aveling provides an excellent all round education valuing Music, Drama, Sport and the Arts highly with exceptional facilities – we regard these subjects as providing the soul of the school and give students additional opportunities to excel. The standard of teaching at the school ensures strong progress is seen in the core subjects of English, Maths and Science without affecting the time given to creative and practical subjects - students enjoy the full breadth of experiences.

As a previously designated Training School, we take staff development very seriously. We are a leading and founding member of Kent and Medway Teacher Training. We lead the Medway Valley Partnership of training schools, and over 15 teachers are trained every year at Thomas Aveling, many of whom are then employed within Thomas Aveling or the wider Trust.

We have the very highest expectations of all within Thomas Aveling and work closely with parents to maximise achievement and to develop young people into caring, successful adults. We are very proud that when students leave us aged 18 (or 16 in the minority of cases) that they often go onto further study at University, specialist colleges or enter high quality careers in several areas. Our students are successful due to the talent and tenacity of the staff at Thomas Aveling raising the students' aspirations and expectations and never letting them settle for being alright.

As part of the Beyond Schools Trust, we play a pivotal role in enhancing educational opportunities for over 4000 young people in Medway. We believe that all involved in Thomas Aveling work and achieve best when happy; students are given considerable say in their education, for example choosing their option subjects in Year 8, choosing extra-curricular activities early in Year 7 and having the chance to take part in the Student Council. We have high expectations of all our students and considerable work goes into raising the aspirations of all - aiming high in everything we do.



Our Aims & Values

Everything we do as a school is grounded in our 5 Student Virtues – the characteristics we want to develop in all our students – Ambition, Resilience, Respect, Pride and Creativity. Students are given a massive range of opportunities in and out of the classroom to develop these virtues.



- To embrace students of all abilities, enabling each one to achieve their very best
- To provide inspirational teaching and learning for the young people at our school within a caring environment
- To reward all achievements
- To offer challenging experiences
- To develop qualities of self-discipline, integrity, respect, honesty, trust and compassion
- To develop an effective partnership with all parents
- To encourage links with, and an understanding of, industry and commerce
- To prepare students for the responsibilities, opportunities and experiences of adult life



Our Results

Key Stage 4

Student achieving a Grade 4 or above in English and Maths = 66% in 2022

Key Stage 4 Results	2022	2021	2020	2019	2018
No. of students entered for exams	191	181	182	182	176
% gaining 5+ 9-4 grades (A*-C)	63.3%	64.5%	75.8%	62.1%	61%
% gaining 5+ 9-4 grades incl En & Ma (A*-C)	59.6%	53.6%	70.9%	52.8%	53%
% gaining 5+ 9-1 grades (A*-G)	97.3%	95%	97.8%	98.9%	98.3%
% gaining 1 9-1 grade (A*-G)	98%	99.5%	100%	100%	100%

Key Stage 5

YEAR 13 ATTAINMENT	2022	2021	2020	2019	2018
A*-B	44%	48%	36%	25%	25%
A*-C	74%	78%	73%	60%	60%
A*-E	99%	99%	99%	98%	99%
APS – Academic	C+ -33.07	B- 37.22	C+ 33.25	C- 27.74	C 29
APS - Vocational	D-36.36	D 35.69	D 35.12	D 34.5	D- 33



The Department

The Religious Studies department at Thomas Aveling is a popular and successful department in the school teaching well behaved and motivated students at both Key Stage 3 and 4 in dedicated RS lessons.

The subject leader of Religious Studies post involves leading and co-ordinating the subject of Religious Studies across the school. It involves creating the curriculum and lessons for RS and leading the other teachers who teach the subject.

At Key stage 3 the students currently follow thematic units that look at topics across the main world religions. At Key stage 4 we follow the GCSE AQA Religious Studies syllabus A. Presently the main religions we look at are Christianity and Islam, but the post holder will have the opportunity to develop the curriculum in line with their own specialist interests. All students follow the course up to year 10 and then most pupils will sit the exam in Year 11. The exam results in the subject are consistently good.

The department is well resourced with a dedicated teaching room and a range of resources including the latest smartboard technology.

Thomas Aveling offers a huge range of CPD and supported development opportunities. Your career progress is important to us and we run many in-house and consortium leadership and management programmes often recognised by national qualifications – there is something for everyone no matter where you are on your career journey.

Support at the school is second to none, so a teacher can really see their career go from strength to strength working within a very rich environment. The school is very friendly, where staff support each other and have a shared ambition for all students to succeed.



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



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Job Description – Head of Religious Studies

This job description covers the framework of professional standards for teachers and specifically defines the characteristics of teachers at the following stage of their career: -

POST THRESHOLD TEACHERS who should meet the following post-threshold standards (P) and meet the core standards (C)

PROFESSIONAL ATTRIBUTES

Post Threshold Teachers should:

Relationships with children and young people:

- (C) Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- (C) Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks:

- (P) Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- (C) Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and Working with others:

- (C)
 - (a) Communicate effectively with children, young people and colleagues.
 - (b) Communicate effectively with parents and carers, conveying timely and relevant Information about attainment, objectives, progress and well-being.
 - (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- (C) Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- (C) Have a commitment to collaboration and co-operative working where appropriate.



Personal professional development:

- (C) Evaluate their performance and be committed to improving their practice through appropriate professional development.
- (C) Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- (C) Act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

All teachers should:

Teaching and Learning:

- (P) Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- (C) Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring:

- (P) Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- (P) Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- (C) Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- (C) Know a range of approaches to assessment, including the importance of formative assessment.
- (C) Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- (C) Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum:

- (P) Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- (C) Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- (C) Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives across the age and ability range they teach.



Literacy, numeracy and ICT:

- (C) Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and Diversity:

- (C) Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- (C) Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- (C) Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- (C) Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being:

- (P) Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- (C) Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- (C) Know the local arrangements concerning the safeguarding of children and young people.
- (C) Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- (C) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

PROFESSIONAL SKILLS

Post Threshold Teachers should:

Planning:

- (P) Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- (C) Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons and informed by secure subject/curriculum knowledge.
- (C) Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- (C) Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.



Teaching:

- (P) Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- (C) Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - (b) build on prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- (C) Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback:

- (C) Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- (C) Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- (C) Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- (C) Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning:

- (C) Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- (C) Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.



Learning environment:

- (C)
 - (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
 - (b) Make use of the local arrangements concerning the safeguarding of children and young people.
 - (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out of school contexts.
- (C)
 - (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
 - (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- (C) Promote learners' self-control, independence and co-operation through developing their social, emotional and behavioural skills.

Team working and collaboration:

- (P) Promote collaboration and work effectively as a team member.
- (P) Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- (C) Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- (C) Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

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

Qualifications	
Essential <ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours degree • 	Desirable <ul style="list-style-type: none"> • Evidence of further training
Experience	
Essential <ul style="list-style-type: none"> • Evidence of successful classroom teaching • Ability to motivate students • Ability to stretch and challenge students • Ability to inspire parents, staff and all other stakeholders 	Desirable <ul style="list-style-type: none"> • Involvement in extra-curricular activities including but not limited to school productions
Professional Knowledge and understanding	
Essential <ul style="list-style-type: none"> • Good understanding of pedagogy and strategies to raise attainment • Ability to listen and foster positive relationships • Good levels of emotional intelligence • Awareness of child protection and safeguarding 	Desirable <ul style="list-style-type: none"> • Successful record of working with high ability students • Up-to-date knowledge of current educational developments
Skills and Attributes	
Essential <ul style="list-style-type: none"> • Ability to enthuse and engage all students • Ability to work successfully as part of a team, sharing good practice • ICT and computing skills 	Desirable <ul style="list-style-type: none"> • Experience of raising student aspirations and ambitions
Personal Qualities	
Essential <ul style="list-style-type: none"> • Drive, grit, innovation, and creativity • Enthusiasm, positivity, and a sense of humour! • Honesty, integrity, and a desire to put students at the heart of all you do • A willingness to 'get stuck in' and help make the school exceptional! • Commitment to inclusion, diversity, and equality 	Desirable <ul style="list-style-type: none"> • Ability to be reflective, adaptable, and self-critical • Ability to empathise



Summary of Terms & Conditions

Start date:	September 2023
Contract Type:	Permanent
Place of Work:	The Thomas Aveling School Arethusa Road, Rochester, Kent ME1 2UW
Hours & days of work:	32.5 hours per week Monday to Friday
Salary:	Main pay scale/Upper pay scale plus TLR 2A £7,368
Induction Period:	This post has a 6-month induction period.
Pension:	Membership of the Teacher Pension Scheme for teaching staff
Notice period:	As per Conditions of Service for School Teachers – Burgundy Book
Car insurance:	Trust employees who use their private vehicles in the course of their duties must be covered with their insurers to cover business liability



Benefits

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



The Recruitment Process

Closing date: Friday 6th February 2023 @ 9am

Interview date: Thursday 9th February 2023

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 eelliott@thomasaveling.co.uk

If you wish to discuss the role, please contact **Emma Elliott** email eelliott@thomasaveling.co.uk

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 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.



Head of Religious Studies

Salary:	MPS/UPS plus TLR 2A £7,368
Start date:	September 2023
Hours:	Full-time
Location:	The Thomas Aveling School, Arethusa Road, Rochester, Kent ME1 2UW
Closing date:	Monday 6 th February 2023 @ 9am
Interview date:	Thursday 9 th February 2023

A rewarding opportunity has arisen for an ambitious professional to join our successful, happy, and oversubscribed secondary school.

“Pupils and students say that they are happy, and they feel safe. They say that staff care about them and help them to do their best” -Ofsted, Sept 22

You will inspire our students to achieve their full potential but will also be able to develop a student’s appreciation of the role Religious Studies plays in everyday life.

The school has a strong track record of developing leaders. Through our excellent middle leader and senior leader CPD programme, experienced staff can rapidly gain the training and experience necessary to become a successful leader. This role would provide excellent experience for the right candidate to develop their leadership skills.

You will be joining a supportive and committed team, who share a passion for ensuring the needs of all our students are met, breaking down any barriers to learning, ensuring that all students make the progress they are capable of.

“Staff have confidence in their leaders. They feel their workload is manageable through sharing resources and working cooperatively. They are proud to be a member of staff” Ofsted, Sept 22.

We offer:

- A supportive induction programme
- A happy and caring community
- A Healthy Work-Life Balance and a committed Leadership Team
- Private health care cover by Benenden
- Membership of Teachers Pension Scheme
- Cycle to work scheme
- Two-week half term in October

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 eelliott@thomasaveling.co.uk

Visits to the school are strongly encouraged. For further information and to arrange a school visit, please contact **Emma Elliott** on **01634 844809** or via email eelliott@thomasaveling.co.uk

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

The Thomas Aveling School

Arethusa Road
Rochester
Kent
ME1 2UW

Tel: 01634 844809

Email: office@thomasaveling.co.uk

www.thomasaveling.co.uk

<https://w3w.co/sleeps.vows.really>

