THE ROBERT NAPIER SCHOOL

Second in English

Candidate Application Pack

A Beyond SCHOOLS TRUST ACADEMY

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Message from Jane Dunnett, Acting Interim Head of School

Thank you for your interest you have shown in the role of **Second in Charge of English** here at The Robert Napier School.

We are seeking to appoint an enthusiastic and talented English teacher to work as the second in charge within our English Department.

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

This is an excellent opportunity for an individual to join a supportive, friendly department that are committed to achieving high standards across all stages of the curriculum. Achieving the best outcomes for our students through the continued development of high-quality pedagogy embedded across the school.



The successful applicant will be joining us at an exciting time for the school, as it begins the next chapter of its journey. Having undergone a period of rigorous review and significant changes to the teaching and learning strategies, quality assurance processes and curriculum, the school is establishing its presence as one of the leading schools within the Trust.

I hope you find this applicant pack informative. If you have any further enquiries, please don't hesitate to contact us here at the school, using the contact details in this pack. We would welcome you to see the school in action, or alternatively we would be happy to talk with you over the phone, Teams or Zoom. I look forward to receiving your application.

Jane Dunnett
Acting Interim Head of School

About The Robert Napier School



Built upon the school motto of Learn, Believe, Achieve, we look to engender the school values of respect, trust, perseverance, resilience, fairness, and courage in all of our students, ensuring they are ready to contribute to their community when they leave us at the end of their studies. All staff are central to ensuring students have the right attitude towards their own learning and success, taking advantage of all of the opportunities afforded by the school and leave the school at the end of their studies, ready to contribute to the local community.

Based in the heart of the Medway Towns, The Robert Napier School is a non-selective, mixed secondary school of 1100 students, including 130 in the Sixth Form. The school is an eclectic mix of the old and the new, with the original buildings constructed in the 1850s when the school was the original 'Gillingham Grammar School'. Since then, the school has grown to include a range of buildings, the most recent being the 'Caxton' block, formally opened in 2011. The school has excellent facilities including state of the art ICT provision, a purpose-built lecture theatre, retractable bleacher seating in the hall to accommodate up to 380 people, a permanent stage with full lighting and sound rig, a multi-use games area, large playing fields and excellent sports facilities. The school also provides specialist Access to Mainstream Provision for vulnerable students, as well as a dedicated Visually Impaired unit.

The school is a proud member of the Beyond Schools Trust. Working in partnership with the Robert Napier School, the Trust is made up of Fort Pitt Grammar School for Girls, The Thomas Aveling School, Balfour Junior School and Phoenix Junior School. All of the schools are located within a 5-mile radius and work closely to provide an outstanding education and opportunities for the children of Medway.

In January 2019, the school was delighted to be rated Good by Ofsted, having been rated requiring improvement and satisfactory in its three previous inspections. This was well deserved recognition of the hard work and dedication of the staff to drive improvements. The school continue to drive standards in all areas of the school, to ensure the students receive the best quality education and opportunities.

We value our staff, investing in their training and development at all stages of their career. Comprehensive, individualised training plans are drawn up for all staff, designed to meet their needs and enable them to take the next step in their career. New staff engage in a comprehensive induction programme and are allocated a subject specific mentor, as well as a dedicated coach all of which is aimed to ease your transition into the school.

Welcome from our Chief Executive Officer

Welcome to Beyond Schools Trust

We are an ambitious organisation of 5 schools, serving the educational needs of nearly 4,000 children and young people aged 3 to 19.

Our academies are based in a tight geographical area drawing students and employees from Kent and Medway in the Southeast of England.

We employ around 600 people in a range of roles designed to support children to be successful when they leave the Trust. We also rely on the time and commitment of over 70 volunteer Trustees and Governors, who share our ambitions for our schools and our students. These are expressed in our vision, our mission, and our values.

We have a strong belief in the value of lifelong learning and in this plan, we set out to develop a Trust that fully prepares children, so they have the skills, knowledge, values, and character to be successful in the world beyond our doors. We also believe that our greatest asset as an organization, is our people, and we are privileged to be involved with such courageous, committed and child-centred employees. Everything we do is aimed at providing our staff with the resources and leadership to achieve their best. We believe that a supported and motivated staff create the best environment and opportunities for students to achieve their full potential.

Andrew Minchin - CEO



About the Beyond Schools Trust

Our vision is simple:

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience
- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

Our Values

Everyone in our Trust has a part to play in bringing the ethos and culture of our values alive. We are committed to ensuring everyone knows why we should value each other and how we should value each other, so we can create a community where we all aspire to succeed. Our values are not the static states of play but things we are always striving to develop and uphold as part of our culture.



Our Mission

To provide opportunities for everybody to be the best they can be.

We want every one of our students, teachers, or Governors to be the best that can be.
We will work tirelessly to support them to reach their potential.

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

01634 888115 www.beyondschools.co.uk hello@beyondschools.co.uk

Job Description – Second in Charge of English

Reporting to: Head of English
Salary: MPS/UPS plus TLR
Location: The Robert Napier School, Third Avenue, Gillingham

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

Staff Development: Recruitment/Deployment of Staff

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

Quality Assurance

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

Curriculum Provision

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

Pastoral System:

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

Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in School and elsewhere
- To assess, record and report on the attendance, progress, development, and attainment of students and to keep such records as are required
- To provide or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and subject specialism(s) are reflected in the teaching/learning experience of students
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials, using a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the School's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To mark, grade and give written/verbal and diagnostic feedback as required by your department

Other Specific Duties

- To continue personal development as agreed at appraisal
- To engage actively in the performance review process
- To address appraisal targets set by the line manager each Autumn Term
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) or as requested by the Headteacher if not mentioned in the above

- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate
- To adhere to the School's Dress Code – smart/professional

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

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

Summary of Terms & Conditions –

Start date:	Easter 2023 or earlier
Contract Type:	Full-time, permanent
Place of Work:	The Robert Napier School Third Avenue, Gillingham, Kent ME7 2LX
Hours & days of work:	32.5 hours per week, Monday-Friday
Salary:	Main pay scale/Upper pay scale plus TLR
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: 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:

Annual Salary Rate from 1st 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%

Other Benefits: Two-week, half-term break in October

Family Friendly Policies: The Trust offers generous family friendly policies including maternity,

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: Sunday 5th February 2023

Interview date: To be advised

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 careers@beyondschools.co.uk

If you wish to discuss the role, please contact **Mr Dunscombe** via email at ddunscombe@robertnapier.org.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 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.

Advert – Second in English

Salary: MPS/UPS plus TLR
Start date: April 2023 or earlier
Hours: 32.5 hours per week, Monday to Friday
Location: The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX
Closing date: Sunday 5th February 2023
Interview date: To be advised

Do you want to make a real difference to help our students be the best they can be, to help them learn, believe and achieve? You will really matter, be valued and appreciated and help make the difference to inspire our next generation.

We are seeking to appoint an enthusiastic and talented Second in Charge for English for KS 3, 4 and 5.

You will be joining a team that is working hard to drive standards for the students.

In return, we will offer you:

- An incredibly supportive group of colleagues and leaders
- Non-contributory membership of Benenden Healthcare
- Membership of Teachers Pension Scheme
- A two-week October half-term
- Cycle to work scheme

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 careers@beyondschools.co.uk

Visits to the School are strongly encouraged. For further information and to arrange a visit, please contact Mr Dunscombe via email ddunscombe@robertnapier.org.uk

We reserve the right to bring forward the closing date and/or interview date where interest and applications received are high, therefore we encourage early applications. Only shortlisted candidates will be contacted for interview.

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 Robert Napier School
Third Avenue
Gillingham
Kent ME7 2LX

Tel: 01634 851157

Email:
trns@robertnapier.org.uk

www.robertnapier.org.uk

https://w3w.co/spirit.thus.since

