



BALFOUR
JUNIOR SCHOOL

SENco

Candidate Application Pack

A **Beyond** ACADEMY
SCHOOLS TRUST

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Message from Zoe Mayston, Headteacher

Thank you for the interest you have shown in the role of **SENco** here at **Balfour Junior School**.

As Headteacher here at Balfour Junior School, I would like to extend to you the warmest of welcomes.

Balfour Juniors is a large, friendly, and vibrant school, where our core beliefs centre around personal and academic excellence and instilling a passion for learning. We have a strong vision for Balfour, which is built upon our core values and offers the best possible education to improve life chances.

We would like to hear from you if you share our beliefs and would like to join our happy and welcoming team

Further information about our school, our staff, and the many activities that our children enjoy through our curriculum can be found on our website <https://www.balfourjuniors.org.uk>

To find out more about our wonderful school and to arrange a visit please contact **Sheila Misy**, my PA on **01634 843833**.

I look forward to receiving your application.

Zoe Mayston



About Balfour Junior School

Balfour Junior School is a good and inclusive school that prides itself on valuing and developing each individual child so that they leave us as confident and well-rounded individuals, able to take an active part in the society around them.

We have developed an exciting and engaging topic-based curriculum, which is focused on the development of children's knowledge and skills across all primary subjects to ensure pupils are ready for the next stage of their learning and beyond. Our curriculum provides opportunities for all children to develop as independent, confident and successful learners with high aspirations. We encompass not only the formal requirements of the National Curriculum, but also go beyond the classroom to ensure knowledge is gained through enriching experiences that make learning memorable and enjoyable.

Our pupils enjoy school and show positive attitudes to learning and all aspects of school life. They share a sense of pride in being a Balfour pupil and agree that our school community is safe, respectful and fair.

Wellbeing is important to us and we strive to consider how practices and procedures can contribute to a good work-life balance. We have a commitment to professional development and seek to support all staff in being the best they can be.



We are driven by our core values and offer the best possible education to improve life chances. Everyone can develop a lifelong passion for learning in a safe and supportive community, whilst celebrating individuality and diversity.



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 - SENco

Reporting to:	Headteacher
Salary:	Main/Upper pay scale
Location:	Balfour Junior School Balfour Road, Chatham, Kent ME4 6QX

Job Purpose:

To raise educational achievement by leading and co-ordinating provision for pupils with special educational needs.

Purpose of Job

The primary purpose of this post is:

- 1.1 To provide strategic leadership of the provision for pupils with special educational needs and disabilities (SEND) in order to ensure that these pupils make excellent progress
- 1.2 To lead, manage and effectively deploy staff and resources within SEND provision.
- 1.3 To lead, monitor and evaluate the development of learning and teaching strategies for pupils with SEND
- 1.4 To ensure that staff are provided with relevant information and training relating to the support of SEND pupils
- 1.5 To lead on raising the attainment and achievement of pupils with SEND in all year groups
- 1.6 To ensure that paperwork relating to pupils with SEND meets statutory requirements
- 1.7 To maintain appropriate relationships with parents/carers of pupils with SEND and with relevant external organisations, as well as with the parents/ carers of pupils who need an Early Help.
- 1.8 To act as one of the school's' Deputy Designated Safeguarding Leads.

Main Accountabilities

- 2.1 Take the lead in maintaining the school provision map and SEND offer
- 2.2 Oversee the day-to-day operation of the school's SEND policies
- 2.3 Co-ordinate provision for children with SEND
- 2.4 Advise on the graduated approach to providing SEND support
- 2.5 Manage the SEND budget and advise the SLT of priorities for expenditure
- 2.6 Liaise with parents of pupils with SEND and those who need Early Help.
- 2.7 Liaise with early years providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies
- 2.8 Act as a key point of contact for external agencies, especially the LA and its support services
- 2.9 Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- 2.10 Liaise with the relevant designated teacher where a looked after pupil has SEND
- 2.11 Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- 2.12 Ensure that the school keeps the records of all pupils with SEN up to date
- 2.13 Fulfil the role of Deputy Designated Safeguarding Lead alongside the other holder of that post.



Liaison

- 3.1 Pupils with SEND
- 3.2 Disadvantaged pupils
- 3.3 Parents/carers of pupils with SEND and/ or needing Early Help
- 3.4 Senior Leadership Team and Governing Body
- 3.5 Teachers
- 3.6 Teaching assistants and ELSAs
- 3.7 SENCOs in the Local Authority
- 3.8 Local Authority representatives e.g. Speech & Language
- 3.9 External agencies such as Parent & Family Support Workers

Main Duties

- 4.1 To assess, record and report on the progress and attainment of pupils with SEND
- 4.2 To monitor the learning, teaching and academic progress of pupils with SEND and lead appropriate interventions where required, to the Teachers' Standards
- 4.3 To apply specialist methods of teaching, and to participate in arrangements for further training
- 4.4 To effectively manage the deployment of teaching assistants, ensuring the effective and efficient deployment of interventions and the support that enables pupils to access quality first teaching
- 4.5 To maintain discipline in accordance with school procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- 4.6 To update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practices and methodology in general and in the specific context of provision for pupils with SEND
- 4.7 To inform teachers, pupils and parents/carers about access arrangements for statutory assessments and lead on the necessary routines associated with these.

Recording and Assessment

- 5.1 To monitor and evaluate pupil progress and provide assessment and feedback to pupils and teachers in line with whole school policy
- 5.2 To organise and evaluate the tracking of pupil progress and use information to inform learning and teaching
- 5.3 To provide or contribute to oral or written assessments and reports as required for individual pupils

Leadership

- 6.1 To support the development and implementation of the vision and strategic direction of the school, reflecting its educational and moral aspirations and values
- 6.2 To provide strategic leadership of provision for pupils with SEND
- 6.3 Lead and line-manage teaching assistants and ELSAs, including their annual appraisal in line with the Trust's appraisal policy
- 6.4 To lead the process of monitoring and evaluating SEND provision in line with agreed school policies and procedures including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required
- 6.5 To implement internal systems for tracking the attainment, progress, experiences and support provided for pupils with SEND, reporting outcomes to the Senior Leadership Team and the Governing Body



- 6.7 To pay due regard to the school's Equality Policies and their application in the work of SEND support systems
- 6.8 To promote the general progress and well-being of individual pupils and provide guidance and advice as necessary
- 6.9 To participate in professional development and team meetings that relate to curriculum development, assessment, health, safety and wellbeing, administration and organisational matters.

Pastoral Care

- 7.1 To communicate and consult with parents of pupils with SEND and with other appropriate persons and bodies outside the school as appropriate
- 7.2 To participate in meetings arranged for any of the purposes described, within the school directed time schedule
- 7.3 To promote the general progress and well-being of individual pupils with SEND
- 7.4 To identify and celebrate the achievements of pupils with SEND in all aspects of school life
- 7.5 To monitor home learning, ensuring that it contributes to the achievement of pupils with SEND
- 7.6 To attend parent/carer meetings, information meetings and other events which the parents/carers of pupils with SEND are attending

Safeguarding

- 8.1 To undergo any necessary training for the role of Deputy Designated Safeguarding Lead, and to carry out that role according to the training and to the specification given in the latest version of Keeping Children Safe in Education. This includes being keenly aware of the responsibility for safeguarding children and help lead the application of the Safeguarding and Child Protection Policy
- 8.2 Comply with the school's Safeguarding Policy and Safer Working Practice in order to ensure the welfare of all children
- 8.3 Support safeguarding issues relating to SEND students and ensure that the Designated Safeguarding Lead is informed of concerns.

Other Duties and Responsibilities

- 9.1 To play a full part in the life of the school communities, supporting their ethos and encouraging staff and pupils to follow this example
- 9.2 To contribute to the review of school policies as appropriate
- 9.3 To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with the staff's Code of Conduct and demonstrating high expectations of work and behaviour
- 9.4 To manage own record keeping in respect of individual pupils' development, progress and attainment as appropriate
- 9.5 To assist with the general pastoral care of pupils including helping pupils who are ill, distressed or injured
- 9.6 To attend relevant meetings and participate in training opportunities and performance development as required
- 9.7 To participate in agreed schemes of teacher appraisal to include all aspects of in-service training and development
- 9.8 To develop links with governors, external agencies and neighbouring schools
- 9.9 To comply with school policies and procedures with regard to Health and Safety, equal opportunities and code of conduct



- 9.10 To undertake any other duties as may be reasonably required
- 9.11 To participate in administrative and organisational tasks related to the duties described above.

This Job Description is current at the date shown and does not define in detail all the duties/responsibilities of the post. These will be reviewed and following consultation with the post holder may be changed by Leadership to reflect or anticipate changes in the Job, which are commensurate with the salary and job title.

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 and experience	Essential	Desirable
Qualified teacher status	✓	
Hold a National Award for SEN Coordination or a willingness to complete it within three years of appointment	✓	
Previous experience of teaching in Key Stage 2	✓	
An effective classroom practitioner with a thorough understanding of what is necessary for high quality teaching and learning	✓	
Experience of teaching across the primary phase		✓
Experience of working effectively in partnership with parents		✓
Experience of subject leadership or leading on an aspect of school improvement	✓	
Have an understanding of the theory and practice of providing effectively for the individual needs of all children (e.g., classroom organisation and learning strategies)	✓	
Have an up-to-date understanding of the national curriculum and its applications	✓	
Experience of monitoring, assessment, recording and reporting of pupils' progress	✓	
An excellent understanding of the statutory requirements of legislation regarding Equal Opportunities, Health & Safety, SEND and Child Protection (KCSiE 2022)	✓	
Have experience of developing the positive links necessary within school and with all its stakeholders	✓	
An effective classroom practitioner	✓	
Have a wider understanding of current educational issues		✓
Have the ability to use ICT in the classroom, including interactive white boards		✓
Have experience of line managing other staff	✓	
Have experience of leading training for school staff		✓



Skills and abilities	Essential	Desirable
Have the ability to promote the school's aims positively, and use effective strategies to monitor motivation and morale	✓	
Have an excellent knowledge of the SEND code of practice	✓	
Have the ability to develop an inclusive classroom setting	✓	
Is able to develop positive personal relationships with a team	✓	
Have the ability to plan and evaluate interventions	✓	
Have the ability to analyse data and use the findings to inform provision planning	✓	
Able to establish and develop positive relationships with parents, governors, trustees and the community	✓	
Able to communicate effectively (both orally and in writing) to a variety of audiences	✓	
Able to create a happy, challenging and effective learning environment where all children feel valued	✓	
Personal skills and attributes	Essential	Desirable
Able to communicate effectively with a range of stakeholders and demonstrate empathy	✓	
Have a commitment to equal opportunities and securing the best outcomes for pupils on the SEND register	✓	
Have the ability to work under pressure and prioritise effectively	✓	
Have a commitment to maintaining confidentiality at all times	✓	
Professionalism	✓	
To be a proactive member of the school community	✓	
Hard-working	✓	
Have the ability to use common sense and initiative	✓	
Able to work effectively both independently and as part of a team	✓	
Have the ability and commitment to contribute fully to the tasks in school	✓	
Able to uphold the ethos of our school	✓	
Have an interest in and commitment to professional self-development	✓	
Have a willingness to contribute to the wider life of the school	✓	

Beyond Schools Trust is committed to safeguarding and protecting the welfare of children and young people as its number one priority. The commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.



Summary of Terms & Conditions

Start date:	September 2023
Contract Type:	Full-time Permanent
Place of Work:	Balfour Primary School Balfour Road, Chatham, Kent, ME4 6QZ
Hours & days of work:	32.5 hours per week Monday to Friday
Salary:	Main pay scale/Upper pay scale plus SEN Allowance
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 1 st 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, 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: Monday 17th April 2023 at 9am

Interview date: Friday 21st April 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 zmayston@balfourjuniors.org.uk

If you wish to discuss the role, please contact **Zoe Mayston** via email zmayston@balfourjuniors.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.





Salary: Main/Upper Pay Scale plus SEN Allowance
Start date: September 2023
Hours: Full-time
Location: Balfour Junior School, Balfour Road, Chatham, Kent
ME4 6QX
Closing date: Monday 17th April 2023 @ 9am
Interview date: Friday 21st April 2023

We are looking to recruit a dedicated SENCO to lead SEND provision across the school and work pro-actively to ensure the best possible outcomes, academically, socially and emotionally, for children and young people with SEND.

The position will involve being an excellent role model for staff and pupils and liaising effectively with parents, pupils and staff. Applicants should already have, or be prepared to achieve, the National Award for SENCO and should be a talented teacher with a proven track record of improving outcomes for children.

We offer an inclusive environment where every child matters, friendly and enthusiastic children who have a love of learning, excellent CPD opportunities and a dedicated talented and supportive staff team.

In return we offer:-

- An incredibly supportive group of colleagues and leaders
- Comprehensive induction programme with a commitment to CPD
- 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 zmayston@balfourjuniors.org.uk

Visits to the school are strongly encouraged. For further information and to arrange a school visit, please contact **Zoe Mayston** on **01634 843833** or via email zmayston@balfourjuniors.org.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

Beyond Schools Trust is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All post holders in a regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosing and Barring Service (DBS) Enhanced check".



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.



Balfour Road
Chatham
Kent ME4 6QX

<https://w3w.co/gear.swaps.lease>

