

Rainham Mark **Education Trust** **Candidate Pack**



Our purpose: To cultivate wisdom, character and strength in students so they can understand, celebrate and shape the world in which they live.

Rainham Mark Education Trust

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Rainham Mark

Education Trust

We do not take lightly the responsibility to deliver this standard - it is a privilege entrusted to us, the imperative to develop each and every child that is part of our community, not merely for their own personal journey, but for the collective contribution they will make to our world. We exist for them and everything we do is focused on them.

It is impossible to think about 'learning' without defining what knowledge and its acquisition looks and feels like in our schools, and how we create the right conditions to maximise growth.

What does 'knowledge' mean to us?

- The intertwining of character, skills and intellect.
- Personal growth of the mind leading to the development of conscience.
- The critical understanding and deep embedding of facts or concepts that are rapidly recallable through mental connectivity.
- Open mindedness that enables ideas and information to be absorbed without constraint towards a predetermined outcome.
- The process of learning through experiences and connections.
- The seeking out of 'truth' through scrutiny, intellectual curiosity and critical thinking.
- The formulation of a personal 'belief system' through an understanding of morality.

Our Philosophy in Action

Our 'lived' daily values provide a platform for the development and growth of the whole person, in a knowledge rich environment, where we are equally concerned for both personal and collective ambition, and where we share responsibility for global harmony.

Philosophy
Reading
Oracy
Understanding the world
Debating



Curiosity ?
Happiness 🌟
Aspiration 🏆
Respect ❤️
Articulacy 📖
Community 🌍
Teamwork 🤝
Equality ⚖️
Resilience 💪



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RMET Schools

In promoting equality and inclusion, we are proud of the diverse nature of our schools; the broad spectrum of needs that they collectively cater for; and our ability to drive rapid school improvement irrespective of context.

Twydall Primary School

Twydall Primary School is a small school serving its local community. The proportion of disadvantaged pupils is higher than average (45%), with many families vulnerable to multiple deprivation factors (IDACI ranking 4).



The proportion of high needs pupils is also well above average in terms of both those receiving SEND support and in receipt of an Education Health Care Plan. The school excels in its support for these pupils and operates a specialist resource provision for physical disabilities, through which pupils are fully integrated into mainstream learning. Leaders are proud to have recently opened a nurture provision specialising in support for those with social, emotional and mental health needs, across the primaries within the Trust.

Twydall Primary school was graded 'Good' in all areas in May 2023.



"Twydall Primary is a welcoming and caring community. Pupils are kind to each other and respect different views and opinions. Leaders understand the community well and are determined to support every child. As a result, pupils feel nurtured and supported by staff, and feel included in all aspects of school life."

- Ofsted, 2023 -



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Riverside Primary School

Riverside is an oversubscribed and expanding, two form entry primary school. It has two specialist resourced provisions supporting children with Autistic Spectrum Disorder and Visual Impairment. Both provisions are fully integrated, enabling even those with multiple vulnerabilities to remain in mainstream settings for the vast majority of their learning time. The proportion of children with an identified special education need is well above average, as is the number of children in receipt of an EHCP. The school community reflects a higher than average deprivation ranking (IDACI level 4, 30% disadvantaged).

Pupils in Riverside achieve exceptionally well. In 2023, the proportion of pupils achieving the expected standard in reading, writing and maths was well above national and local averages. As evidence of the highly effective culture of inclusivity within our schools, this was achieved in a cohort that included 16% EHCPs. Riverside holds flagship status of the Inclusion Quality Mark and is platinum standard winner of the Better Medway Schools award.



“Staff go above and beyond for all students to feel safe, supported and included within their school community to truly feel part of the Riverside family. Staff surveys report 100% satisfaction and pride in working at Riverside. Parent surveys (January 2023): 100% say their child gets effective SEN support. The school most certainly has CHARACTER underpinning the values of Curiosity, Happiness, Aspiration, Respect, Articulacy, Community, Teamwork, Equality, and Resilience.”

- Better Medway Award Review report, April 2023 -

“There is a real sense of acceptance and appreciation of diversity as you walk around the school in real terms. There are high expectations of all children and many opportunities to stretch dreams and aspirations through innovative arts, technology, environmental and community projects which become motivators for other pupils. One pupil confirmed my assessment when he commented, “I love this school, it’s a great place to learn whoever you are, it’s really inclusive you know, which makes it even more special. The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School.”

- Assessor’s evaluation for the IQM flagship project, June 2023 -



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Rainham Mark Grammar School

Rainham Mark is a large, oversubscribed Grammar school serving Medway students and beyond. The school is unique as the only coeducational grammar school in the Local Authority. The school places great priority upon the celebration of diversity and inclusivity, and with the Trust, is striving to increase the accessibility of places awarded to more disadvantaged members of our most local communities.



“Pupils at the school are kind to each other. They are taught about diversity and are prepared well for life in modern Britain.”

- Ofsted, May 2022 -

Rainham Mark achieves excellent outcomes across both traditionally academic disciplines and also a rich breadth of creative subjects. This broad curriculum enables students to uncover their talents and excel in a wide blend of subjects including Economics, Politics, Film studies, Further Maths and creative i-media. Students continue to achieve progress scores above national standards, with progress 8 rising further post pandemic (2019 = +0.27, 2023 = +0.29).



Rainham Mark are proud to be the designated lead school for the Kent and Medway Science hub for the last 6 years, through which over 3000 science teachers in 150 local schools have been supported with high quality subject specific professional development. The school also holds the prestigious Artsmark which celebrates success, achievement and prioritisation within the visual and performing arts.



Rainham Mark Education Trust

Welcome from the CEO



CEO

Tash Hurtado

Welcome. I am privileged to be the CEO of RMET and to work with such a dedicated and child centred group of staff across three local schools.

Our core purpose is to cultivate wisdom, character and strength in students so they can understand, celebrate and shape the world in which they live.

Together, our ambitions for the children in our local community continue to build on current success, and raise the bar further, such that the life chances of each child in our care are maximised through a deeply inclusive education, routinely high expectations, and a range of opportunities that seek to embed a love of learning.

Rainham Mark Education Trust

Governance Scheme of Delegation

To find information on our governance scheme of delegation, including a breakdown of our policies and structure, please visit 'Governance' on our Trust website- rmet.org - and select 'Scheme of Delegation'. Alternatively, you can follow [this link](#) if viewing digitally.



Chair of the Trust
David Valentine

Trust Hub Offer



- Coordinated by the Director of Education.
- For Lead DSLs, Pastoral Leads, Home school support workers.
- Hub meets 6 times a year to focus on Safeguarding strategy, statutory updates, case studies, best practice, compliance, support/supervision for DSLs, safeguarding culture.



- Coordinated by the Director of Education.
- For SLT with pastoral responsibility, any teaching/support staff with a responsibility or passion for improving behaviour.
- Hub meets 6 times a year to focus on behaviour, attitudes and attendance best practice, statutory updates, exclusions/suspensions, effective use of pastoral data, behaviour curriculum.



- Coordinated by the Director of Education.
- For Inclusion Managers/ SLT/ SENCo's, Wellbeing Coaches, Nurture provision staff and any teaching/support staff with a responsibility or passion for inclusion.
- Hub meets 6 times a year to focus on Inclusion strategy, statutory updates, case studies, best practice, EDI, high needs pupil strategy, vulnerable pupil strategy.



- Coordinated by the CEO.
- For English/reading lead and any teaching/support staff with a responsibility or passion for improving cultural capital/creativity/communication.
- The Hub meets 6 times a year to explore and improve opportunities for cultural capital and communication enhancement. Through the lens of our 5 elements of PROUD (Philosophy, Reading, Oracy, Understanding the World and Debating) we seek to empower high quality literacy, cultural appreciation and creative thinking.



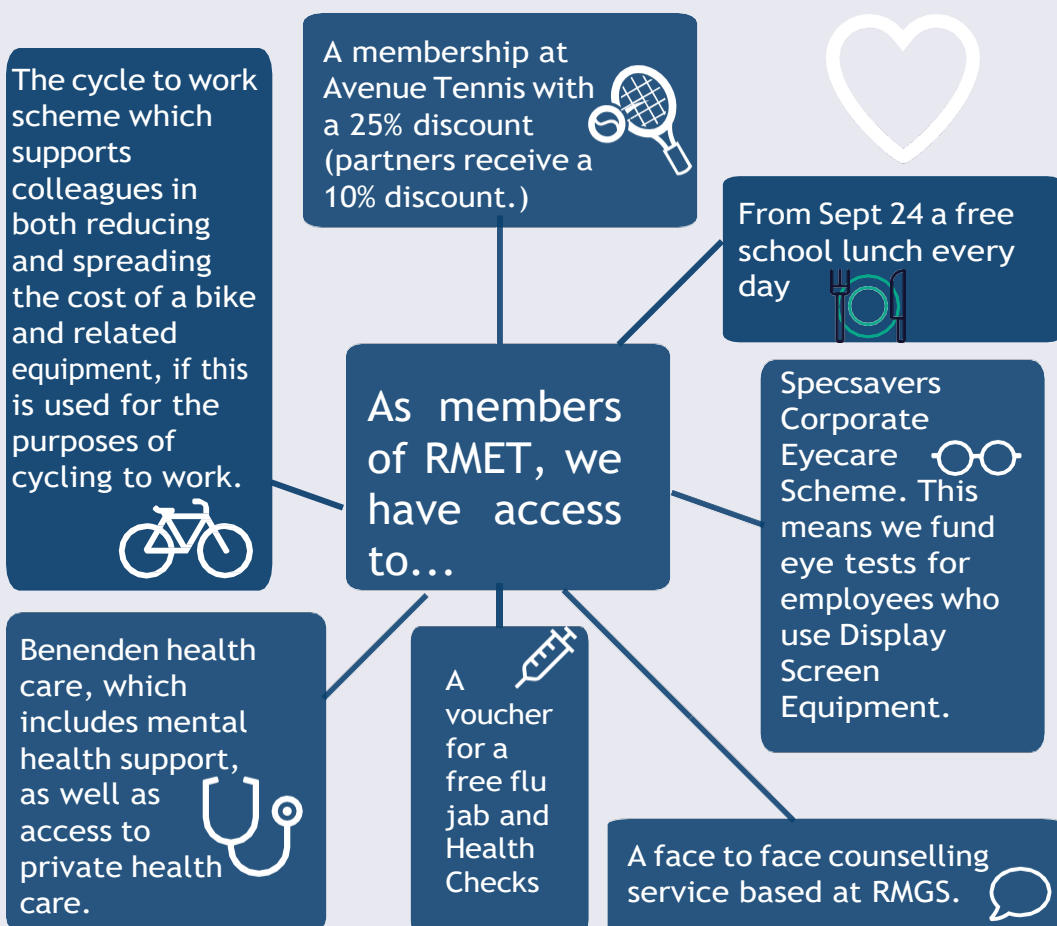
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Staff Wellbeing

We all know that schools are incredibly busy places and some days can be extremely challenging. We try to make sure that our staff rooms and communal work spaces have a friendly, caring atmosphere where people are free to discuss both successes and challenges, in an atmosphere of mutual respect. In addition to our professional development offer to support staff, we are constantly adding new wellbeing strategies to support a healthy work life balance. We have signed up for the DfE Education Staff Wellbeing Charter and ensure we pay due consideration to all recommendations. Our executive approach to professional development and considered centralisation of policy and practice, at all times, gives due priority to staff well-being and workload.



We have achieved bronze status as a Trust in the Kent and Medway Workplace Wellbeing Award and continue to work towards silver and gold. Through this, we are able to offer staff:



- ✓ Allocated spots to Mental Health training (6 per school)
- ✓ Workplace Health Champion Training
- ✓ Workshops on healthy eating, sleep and other wellbeing topics
- ✓ Members-only access to wellbeing resources for each pledge theme
- ✓ Regular newsletters on current campaigns and events
- ✓ Stop Smoking Support
- ✓ Workplace Health Checks
- ✓ Health kiosk

We proactively encourage and support staff social events, to help team building and so that you feel camaraderie with the people you spend much of your time with. These events are a great way to let off steam and have fun together. Additionally, our Trust and school line management structure is designed to encourage relationship building and clear lines of support for open dialogue.



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Trust Professional Development Offer

Student Facing Support staff Professional Development programme

Outline

- Professional development of staff who work directly with pupils, but not in a teaching capacity.
- Behaviour management
- Self-regulation
- Trauma informed practice
- Supporting neurodiversity and SEMH needs

Non-student Facing Support staff Professional Development programme

Outline

- Professional development of administrative/ technical/ managerial support staff.
- Managing workload
- Dealing with conflict
- Customer service
- Finance
- Health and safety

ECT Professional Development programme

Outline

- Time management/ workload
- Building and sustaining professional relationships
- Positive behaviour management/ Understanding children's needs

Senior and Executive Leader coaching

Outline

- Bespoke coaching to focus on strategic leadership and cultural alignment.

Aspiring Middle Leaders Development programme

Outline

- Tailored programme focusing on development of leadership skills that will support an understanding of the wider responsibilities of middle leadership.



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Aspiring Senior Leaders Development programme

Outline

- Tailored programme focusing on development of leadership skills that will support an understanding of the wider responsibilities of senior leadership.

Headteacher Leadership Development

Outline

- Fortnightly afternoon meetings
- Sharing issues, strategy and reflective practice

Research and Masters programmes

Outline

- Support for national professional and postgraduate qualifications.

Trust Growth Strategy

RMET is proactively seeking to expand. We recognise the significant value we can offer to schools, notably those:

- On an improvement journey.
- Open to the benefits of centralised support without the constraint of a 'one size fits all' approach to the curriculum.
- Invested in the professional growth of their staff.
- Invested in a deeply inclusive approach to education.
- Committed to a child centred ethos.
- Recognising the need for innovation and creativity in preparing children and young people for 21st century life.

We intend to welcome a minimum of 7-10 schools to our Trust in the next 5 years, and look forward to hearing from prospective schools.

Rainham Mark Education Trust



Welcome to Rainham Mark Grammar School

Mrs A Hart **Headteacher**



Our role is to nurture our students in a safe and happy environment, preparing them for the challenges of life beyond school. RMGS has a long tradition of academic excellence which compares favourably with standards achieved in single-sex grammar schools. From the start of your child's RMGS journey in Year 7, we encourage students to develop their own intellectual curiosity and to flourish as individuals in a supportive environment.

We are extremely proud that our students fulfil their potential and foster the core values of RMGS and leave us as curious, happy and resilient young people who are ready to contribute to further education and to society as a whole.

We have a broad curriculum including Art & Design, Drama, Music and three modern foreign languages, which means there is an opportunity for all students to flourish and thrive. Our learning facilities are well resourced with modern teaching suites, a Sixth Form study area, a sports centre, a dance studio, computing facilities and a refectory.

We are fortunate to have highly skilled and caring staff who support students in their RMGS journey to achieve academic and personal success. We believe in fostering a relationship with our parents, students, governors and family of schools to provide a stimulating and rewarding education which goes beyond the classroom and contributes to the wider community.

Our curriculum reflects the needs and interests of high-ability students, but is also designed to be inclusive of students whose strengths lie in different areas.

Our curriculum is underpinned by our principles of philosophy, reading, oracy, understanding the wider world and debate (PROUD). In all Key Stage 3 subjects, the National Curriculum is extended to broaden the experience in ways that are appropriate for each student's ability and strengths. In year 9, students choose their subjects to study for GCSE and in the Sixth Form we aim to provide as wide a range of suitable subjects as possible: typically around 25 different subjects are available in the Sixth Form. We provide comprehensive careers education to support students' progression.

Students also undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding, preparing them for life in the twenty-first century. Throughout the various groups of years, there is an emphasis on cross-curricular links, on educational trips and visits, foreign exchanges, and on building positive and valuable links with the local and wider community, including other schools in the Rainham Mark Educational Trust.



Rainham Mark

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Job Description

Job Title: Head of PSHE
Department: PSHE
Reporting to: Senior Leadership Team
Salary Scale: MPS/UPS + TLR2B

Main purpose

The subject leader will take lead responsibility for providing leadership and management for PSHE to develop and lead a creative and inspirational PSHE programme to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and
- achievement for all

Duties and responsibilities:

Strategic direction

- Develop and implement policies for the PSHE faculty in line with our school's commitment to high-quality teaching and learning
- Promote the subjects within the faculty, the importance of studying PSHE, and the value that these subjects bring across the school and the wider world
- Have a good understanding of how well the subjects are being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the faculty, which supports the heads of subject
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of these subjects
- Consult pupils, parents and staff about the subjects and their effectiveness, and assess the feedback against the school's values, visions and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)



Rainham Mark Education Trust

Job Description

- Lead and support the Heads of department within the faculty
- Promote careers education through the subjects and ensure that teaching and learning illustrates how the subject might lead to career opportunities
- Use additional staff in the subject area to ensure there is a framework for deployments and that teaching assistants are deployed effectively
- Liaise with our feeder primary schools on the transition of the subject to secondary school to ensure that progression is built into the curriculum
- Liaise with the RMET academy trust within subject groups on subject-related events, projects and activities.

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for the faculty area
- Lead one subject area within the faculty
- Oversee and support the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the faculty area
- Support in the leadership and development of the RMET PROUD strategy intended to support our learners to become confident orators who enjoy debate, and understand the world around them.

Leading and managing staff

- Establish an effective team and hold regular meetings to keep staff informed on any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the faculty area
- Monitor teaching and learning by visiting lessons and talking with pupils to assess how well the faculty area is being implemented and how well it is delivered across the school
- Provide feedback to middle leaders and teachers based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject areas
- Coach and model leadership behaviours so as to support middle leaders



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Job Description

- Liaise effectively with exam boards to ensure that teachers understand and are familiar with the syllabuses that are being delivered
- Support middle leaders and teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Take responsibility for performance management for the middle leaders in the faculty, and your subject teachers, appraising staff in line with the school's appraisal policy

Efficient and effective deployment of resources

- Create a safe, welcoming environment
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget for your subject effectively to ensure it is spent on resources that add value and enhance the learning experience. Support Heads of Department to do the same
- Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home if necessary

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school
- Ensure the department is compliant with all Health and Safety.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the subject leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.



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Person Specification

A list of qualities required always looks daunting. However, we would like to reassure you that we are realistic, and more interested in you as a whole person rather than in a tick-list of your attributes. It is not expected that you will have had the opportunity to develop each of the skills to the same level. Please use the statement in support of your application as an opportunity to tell us about your strengths, or the elements of your work of which you are most proud, and the ways in which you could contribute to RMGS.

Characteristics

Essential

Desirable

Qualifications

- Qualified Teacher Status
- Degree or equivalent

Personal Qualities

- Energy, enthusiasm and resilience
- Ability to inspire, motivate and challenge students
- Reliability and integrity
- Professionalism - appearance and interpersonal skills
- Suitable to work with children
- A commitment to safeguarding students and to inclusive education
- Ability to self-evaluate and reflect upon your own practice
- Ability to work independently and in a team
- Flexible, reliable and drive
- Commitment to supporting the full life of the school

Experience

- Exceptional classroom practitioner
- Proven performance securing student progress and outcomes
- Ability to teach both GCSE and A Level

Knowledge

- Able to consistently plan and deliver effective and creative lessons which inspire and challenge students
- Able to communicate effectively, written and orally
- Effective behaviour management
- Up to date awareness of curriculum development
- Efficient administrative, organisational and personal management skills



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Person Specification

- Ability to inspire others and ability to bring about effective change
- Clear understanding of assessment
- Ability to build positive relationships with a range of stakeholders
- Ability to coach and mentor staff
- A clear vision and sound educational philosophy



Rainham Mark Education Trust

Application Process

We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we will close the recruitment process once a suitable candidate is appointed.

Applications will only be accepted via My New Term:

<https://mynewterm.com/jobs/136864/EDV-2024-RMGS-37443>

Important Information for Applications

Closing Date: Sunday, 28th of April 2024 at 17:00

Interviews: To be confirmed

Person Specification

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form. It is therefore important that you fully read the Job Description and Person Specification prior to completing your form. After the shortlisting process has been completed candidates who have been selected for interview will be informed and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

Privacy Notice

Please refer to RMET's Privacy Notice for job applicants for information about how we use any personal data that we hold.

This can be found here: <https://www.rmet.org/attachments/download.asp?ile=50>

Retention of Information

All information is securely stored and information supplied by unsuccessful candidates will be confidentially destroyed after six months from the date of the interview. In accordance with our retention of records procedure.

We hope you find the information in this pack useful. Should you have any further queries please do not hesitate to contact the People Services Team on 01634 623461.

