



THE
**ROBERT
NAPIER**
SCHOOL

Head of English

Candidate Application Pack

A **Beyond** ACADEMY
SCHOOLS TRUST

Contents

Page

Message from the Headteacher	3
About the School	4
Welcome from our Chief Executive Officer	5
About the Beyond Schools Trust	6
Job Description	7-10
Person Specification	11
Terms & Conditions	12
Benefits	13
The Recruitment Process	14-15
Living & working in Medway	16
Advert	17-18
Our location	19



Message from Jenny Tomkins, Headteacher

A warm welcome and thank you for your interest you have shown in the role of **Head of English** here at The Robert Napier School, part of the Beyond Schools Trust.

Raising aspirations is a key component of our success and supporting the all-round personal development of our students. Our culture and ethos - **Learn, Believe, Achieve** centres around the ethic of excellence. Our success is built on the foundations of strong and positive relationships throughout our community which is essential in achieving the best for our students on their exciting seven-year journey. We have an amazing team of hardworking and dedicated staff; we are a happy school committed to making a real difference. We celebrate student successes year after year with progression onto their university choices, selected apprenticeships, or meaningful employment.

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. Personally, I am privileged to lead this community school of choice, steeped in history into its next exciting phase of development and growth.

I hope you find this applicant pack informative. If you would like to arrange a visit to see the school in action or have any further enquiries, please don't hesitate to contact us here at the school, using the contact details in this pack.

I look forward to receiving your application.

Jenny Tomkins
Headteacher



About The Robert Napier School



Built upon the school motto of Learn, Believe, Achieve, we look to engender the school values of Kindness, Respectful, Courageous, Resilient, Responsible and Fairness in all our student behaviours, ensuring they are ready to contribute to their community beyond our doors. All staff are central to ensuring students have the right attitude towards their own learning and success, taking advantage of all the opportunities afforded by the school.

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 4 other secondary schools and 5 Primary Schools all located within an 8-mile radius. The schools work closely together as a family of schools to provide an outstanding education experience for the children of Kent 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 10 schools, serving the educational needs of nearly 7,000 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 South East of England.

We employ around 900 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 100 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 our strategic 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 organisation, 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 the best opportunities for students to achieve their full potential.

Welcome to Beyond.

Andrew Minchin
Chief Executive Officer



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.

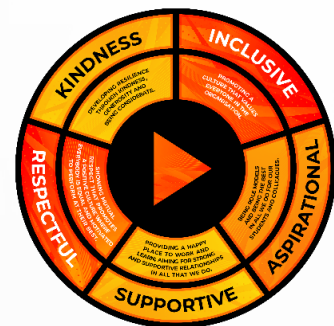
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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.beyondschoools.co.uk



hello@beyondschoools.co.uk



Job Description – Head of English

Reporting to: Deputy Headteacher or Senior Leader
Salary: Leadership Scale L8 – L12
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

Duties & Responsibilities

Areas of Responsibility

Operational/Strategic Planning

- To develop appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area
- To develop the subject area's Development Plan and its implementation
- To attend all CPD and 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 and to implement effective performance management of staff in your department
- To ensure the effective/efficient deployment of staff in your subject area
- To work as a member of Subject Leader team and to contribute positively to effective working relations within the School

Quality Assurance

- To help to implement school quality procedures and to adhere to 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 ensure that the English curriculum area provides a range of teaching which supports the School Improvement Plan and supports outstanding progress and outcomes

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 Head of Year 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 all subject specialisms of English 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
- To ensure confidentiality and comply with Data Protection Regulations
- To comply with Trust policies and procedures

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 Director of Human Resources. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.



Person Specification

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • Good relevant qualifications in English • Evidence of relevant INSET and commitment to further professional development. • QTS • An outstanding teacher. 	<ul style="list-style-type: none"> • NPQ or further leadership qualification
Experience	<ul style="list-style-type: none"> • Experience and knowledge of delivering the KS2 curriculum within the last three years. • Ability to demonstrate clearly how your work has impacted on the raising of standards. • Experience of working alongside other staff in an KS2 setting • Phonics • Always put the child at the centre of what you do 	
Knowledge and Understanding	<ul style="list-style-type: none"> • Secure knowledge of the characteristics of effective learning, teaching and assessment • Have secure understanding of child protection within schools • Theory and practice of providing effectively for the individual needs and interests of all children. • Up to date knowledge of statutory regulations and guidance relating to the post. • Confident use of ICT and the use of technology to enhance the delivery and assessment of the curriculum • Equal Opportunities, Health and Safety, SEN and Child Protection 	<ul style="list-style-type: none"> • A knowledge of policies and procedures relating to Safeguarding, Health and Safety and confidentiality
Skills and attributes	<ul style="list-style-type: none"> • Excellent interpersonal verbal and written communication skills • Relevant skills associated with supporting in modelling high quality lessons • 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. • To have excellent teaching skills and care practices. • To have excellent behaviour management skills. 	<ul style="list-style-type: none"> • Positive reinforcement strategies for engaging children • A reflective approach to personal development • Experience in positive behaviour redirection • Experience in EAL support • ELSA / pastoral experience
	<ul style="list-style-type: none"> • To be able to work creatively and sensitively 	



	<p>with children.</p> <ul style="list-style-type: none"> • Have the emotional intelligence to lead others in curriculum development. • To empathise with the difficulties of children with SEN in accessing the curriculum. • To build effective nurturing and supportive relationships with children, parents/carers, colleagues and the wider community. • An effective team player that works collaboratively and effectively with others. • Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate). • Support, motivate and inspire both colleagues and children by leading through example. • Contribute effectively to the work of the Headteacher and Senior Leadership Team. • Deal successfully with situations that may include tackling difficult situations and conflict resolution. • Work successfully with a range of external agencies 	
Personal Characteristics	<ul style="list-style-type: none"> • Be a team player, who can support outstanding practice • Have sensitivity to the needs of the pupils • Flexibility, emotionally resilient, calmness and reliability • A willingness to undertake professional development • Expect the best possible outcomes from everyone 	<ul style="list-style-type: none"> • Have a good sense of fun • Be able to model our values

Beyond Schools Trust is committed to safeguarding and promoting 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.

This post is subject to an Enhanced DBS Disclosure, Children’s Barred List and where applicable Disqualification under the Childcare Act check



Summary of Terms & Conditions

Start date: September 2025 or earlier

Contract Type: Full-time Permanent

Place of Work: The Robert Napier School
Third Avenue, Gillingham, Kent ME7 2LX

Hours & days of work: Leadership role, therefore not subject to directed time

Salary: Leadership Scale L8 – L12

This position attracts a Welcome Payment of £3,000 which is offered to experienced teachers, therefore Early Career Teachers or Unqualified Teachers are not eligible to receive this payment. Welcome Payments are to be repaid if the successful candidate leaves within the first two years of employment with The Robert Napier School.

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

Care First

Access to **Care First** Employee Assistance Programme. Care First provides independent and professional employee support services from qualified counsellors and information specialists designed to help you with a wide range of work, family and personal issues.

Benenden Healthcare:

Non- contributory membership of Benenden Healthcare Scheme. which includes immediate family access to 24/7 GP service.

Continuing Professional Development:

A comprehensive induction programme for all staff with a commitment to continuing professional opportunities across the Trust.

We invest in our staff by encouraging continuing professional development and enabling opportunities for career progression. An example is that staff have access to collaborative coaching across the Trust. Feedback from staff (May 2023) includes the following:

“It has been brilliant to speak to people who are in a similar position and have similar expectations in regards to the whole educational environment”

“The time to speak to our colleagues across the Trust and to go on this journey together has been welcomed”.

“I have learned so much during these workshops and I am extremely grateful for them”

“Learning the skills to become an effective leader for when I become a middle leader”

“I feel more confident in my people skills and how I motivate and converse with my team in order to achieve our shared goals”.

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 2024 are as follows:

Annual Salary Rate	Member contribution Rate
Up to £34,289.99	7.4%
£34,290 to £46,158.99	8.6%
£46,159 to £54,729.99	9.6%
£54,730 to £72,534.99	10.2%
£72,535 to £98,908.99	11.3%
£98,909 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.
Employee Referral Scheme:	Up to £500 payable for a new employee referral across the Trust
Cycle Scheme:	The Trust is a member of the Cycle to Work Scheme.
Car Parking:	Free onsite parking (we are in a ULEZ free zone)
Catering:	On site catering at affordable prices
Employee Discounts Schemes:	<p>20% discount off membership for Avenue Tennis Medway Gym & Fitness Centre Avenue Tennis</p> <p>Access to Civil Service Sports Council, by becoming a member you start enjoying thousands of exclusive discounts, including free, unlimited, year-round family entry to English Heritage and Kew Gardens, a Tastecard and many more discounts.</p> <p>Free annual subscription to Headspace</p>



The Recruitment Process

Closing date: 10th January 2025 at 9am

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 school's careers page [Our Vacancies - The Robert Napier School](#).

If you wish to discuss the role, please contact Jo Akehurst (Headteachers PA) via email at jakehurst@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. You will be unable to submit your application if there are any gaps.

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.



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.

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.

References:

Do provide referee details as outlined, please ensure you indicate whether references can be taken up before interview.

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 [here](#)

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. A Children's Barred List check 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 English - Advert



Salary:	Leadership Scale L8 – L12
Start date:	September 2025 or earlier
Hours:	Full-Time
Location:	The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX
Closing date:	10 th January 2025 at 9am
Interview date:	To be advised

We are looking to appoint an exceptional individual to join our team as Head of English at The Robert Napier School. The successful candidate will be an experienced and ambitious leader with a passion for English and a commitment to delivering high-quality education to our students. We want you to inspire students and staff and raise their aspirations and unlock their potential.

The successful candidate will be responsible for demonstrating excellent leadership and modelling high quality teaching to ensure students can make accelerated progress and use effective resources to deliver highest standards of learning and achievement for all students.

We are looking for a dedicated and enthusiastic person who:

- has a passion for helping pupils thrive and meet their full potential
- has a friendly manner and can communicate effectively with staff and pupils
- can work effectively as part of a team but can also work independently using their own initiative.
- has experience of working in a similar school

In return, we offer you:

- an incredibly supportive group of colleagues and leaders
- comprehensive induction programme with a commitment to CPD
- Care First employee assistance programme
- non-contributory membership of Benenden private health care cover
- membership of the Teachers' Government Pension Scheme
- two-week, half-term break in October
- cycle to work scheme

For further details on this role and to apply please visit the school's careers page [Our Vacancies - The Robert Napier School](#).

Visits to the School are strongly encouraged. For further information and to arrange a visit, please contact **Jo Akehurst (Headteachers PA)** via email jakehurst@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.

Safeguarding commitment

Beyond Schools Trust is committed to safeguarding and promoting 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.



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>

