



Assistant Headteacher Sixth Form Candidate Pack



A **Beyond** ACADEMY
SCHOOLS TRUST

The Robert Napier School, Third Avenue, Gillingham, Medway, ME7 2LX
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Introductory message from Steve Quenby, Head Teacher

Thank you for the interest you have shown in the role of Assistant Headteacher at The Robert Napier School.

I hope you find this application pack informative however if you have any questions or require further information, please don't hesitate to contact me at the school using the details below.

We are seeking an enthusiastic and outstanding leader to lead our Sixth Form. Working under the direction of the Deputy Headteacher, the successful candidate will continue to develop the profile of the Sixth Form as the destination of choice for KS5 study for Year 11 students. They will be responsible for the implementation of the vision, policy, and ethos of the Sixth Form, and for sustaining a high achieving, thriving and successful Sixth Form community. They will promote the Sixth Form to families who seek first-class post-16 education.

In recent years we are delighted that we have successfully supported increasing numbers of students to access and engage with higher education, despite the economic downturn and increasing numbers turning away from the notion of a university education. Quite often, these students are the first generation within their family to achieve this. We are looking to build upon this and support even greater numbers to access both higher apprenticeships and higher education.

We are rightly very proud of our sixth form community, as they play such an important role within our school. The successful candidate will be responsible for building upon the successes we have achieved so far and will support us in taking our sixth form into the next chapter of its journey and supporting our students in achieving the very best in key stage 5.

Whilst the primary function of this role is to lead our sixth form, it is also an integral part of the school leadership team and will have line management responsibilities outside of the sixth form domain. The successful candidate will play an integral role in the formulation and development of school policy, to help shape and develop the school as it continues on its journey.

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



Steve Quenby
Head Teacher

About The Robert Napier School



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

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

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

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

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

Welcome from our Chief Executive Officer

Welcome to Beyond Schools Trust

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

Our academies are based in a tight geographical area drawing students and employees from Kent and Medway in the South East 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 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 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.

Job Description – Assistant Head Teacher

Reporting to: Deputy Headteacher
Salary: Leadership Scale L12 – L16
Contract length: Permanent
Location: The Robert Napier School, Third Avenue, Gillingham
Start date: 1st September 2022

Job Purpose

- To implement the strategic direction of the Sixth Form through appropriate policies and procedures
- 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
- Oversee and lead on UCAS presentation and delivery
- Take charge of the Sixth Form monitoring process through detailed analysis of data and take appropriate action

General Senior Leadership Responsibility

- To promote and contribute actively to the corporate status of the senior leadership team
- Support SLT and colleagues' decisions, respecting the confidentiality of information where required to promote and actively seek positive working relationships with partners and outside agencies for the benefit of the school
- To undertake strategic planning which will aid the production and implementation of the School Improvement Plan
- To undertake monitoring and evaluation functions (including internal evaluations) which will:
 - Highlight teachers' professional strengths and areas for development
 - Identify strengths and successes in provision
 - Track developments in provision and evaluate their effectiveness
 - Contribute towards improvements in school structures, systems, and policies
 - Identify areas where further development or improvement is needed
 - Inform decisions about student attainment and progress and identify student need
 - Enhance the quality of students' learning and improve student attainment
- To undertake the line management of teaching and learning areas including support of all related T&L events and activities within those areas of direct responsibility.
- To hold other identified staff, including leaders and managers/post holders, to account against standards and agreed targets
- To respond to unplanned situations which arise in the daily running of the school
- To maintain excellent student discipline and support staff, especially in dealing with unexpected incidents or sudden crises and emergencies

Core Purpose of an Assistant Headteacher

- To lead and model the highest standards of education and learning
- To operate as a member of the senior leadership team
- To provide professional strategic and operational leadership for identified aspects of the school
- To promote and safeguard the welfare of children and young persons
- To build upon the already established high quality of education by effectively managing teaching and learning and using personalised approaches to realise the potential of all students within those areas of direct responsibility
- To maintain a culture that promotes excellence, equality, and high expectations for all students
- Actively seek and promote positive and creative solutions to challenges and opportunities
- To ensure equality of opportunity for all
- To ensure implementation of the school's policies and modelling of the highest standards of behaviour and leadership and management
- To contribute to the sustaining, development, and review of policies, practices and structures that drive forward the school's improvement
- Implement the areas of the School Strategic Improvement Plan for which they are responsible
- To use resources efficiently and effectively to ensure outstanding quality of provision that meets the needs of all students
- To use leadership to clearly direct improvement and promote the wellbeing of all learners, and staff, through high quality care and inclusive education
- To create a common sense of purpose among staff and stakeholders
- To attend and contribute to meetings of the Senior Leadership Team and other school meetings, preparing information, documents and reports as required
- To organise, set agendas, chair strategic meetings, and produce minutes
- To support and attend whole school events providing leadership and management activities, e.g. Transition and Open Evenings, school productions, etc.
- To attend meetings of the Governing Body when requested and to prepare information, presentations and reports as requested
- To prepare evaluative/impact reports for the Headteacher, full Governing Body, Trustees Body, and other committees/meetings as required by the Headteacher
- At all times to have a high profile proactively modelling the highest professional standards and presence around the school
- To lead on production, monitoring and evaluation of policies related to areas of responsibility

Specific Responsibilities

- To coordinate the transition from Year 11, including assisting with conducting interviews for Y11 students and parents
- Organise the Sixth Form taster days
- Liaise with senior colleagues in the production of the Sixth Form Prospectus
- Oversee admissions for new students and monitor settling in of new students with the Sixth Form Director of Learning
- Monitor the quality of learning experiences by each year group, liaising with Head of Departments and offering support and guidance where necessary



- Monitor the academic progress of each year group in order to secure and sustain effective learning and outcomes
- Use the above to identify underachievement with a view to establishing and coordinating improvement strategies in conjunction with teachers and Head of Departments
- Lead the revision and preparation for examinations in Year 12 and 13
- Organise the Sixth Form Open Evening, presentations at relevant parent's evenings, induction events and other important events in the Sixth Form calendar
- Oversee and lead on the UCAS process for Years 12 and 13, and post A Level cohort, including the preparation, checking and submission of UCAS references
- Provide support for students applying for courses other than via UCAS, as well as alternative pathways such as apprenticeships
- Attend A Level and GCSE results meetings in August (the day before and including results day); confirm A Level subject choices and meet parents after results day as required
- Provide accurate statistics on leaver destinations
- Ensure appropriate rewards, interventions and sanctions are in place for Sixth Form students
- Lead high quality assemblies



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

Person specification

Categories	Essential	Desirable
Education/Qualifications and Training		
First degree	✓	
QTS and successful experience of teaching at KS 3, 4 and 5	✓	
Evidence of further study (MA, MBA Med etc.)		✓
Evident of leadership training		✓
Recent participation in a range of relevant in-service training	✓	
Knowledge Skills & Experience		
Middle leadership and management experience	✓	
Successful experience of planning for school improvement, with a clear commitment to review and monitoring, including self-evaluation strategies	✓	
Experience of using assessment data to support school improvement	✓	
Experience of raising standards through leading staff development	✓	
Experience of leading and managing a whole school development regarding teaching & learning	✓	
Experience of having led whole school initiatives	✓	
Ability to use ICT effectively both to support children's learning and to communicate and evaluate data	✓	
Experience of conducting staff mentoring	✓	
A good understanding of the requirements of transition between key stages	✓	
Understanding of effective techniques and policies for behaviour management	✓	
Ability to contribute to strategic planning	✓	
Knowledge of the role of Governors	✓	
Ability to set, prioritise and meet challenging targets and deadlines, for students and the school, and to enable others to do this	✓	
Ability to motivate, promote good relationships and effectively communicate with all stakeholders	✓	
Understanding the accountability of the role	✓	
Personal Characteristics		
Ability to demonstrate sound balanced judgement with decisiveness, flexibility, and integrity	✓	
Flexible and willing to undertake a range of tasks	✓	
Good communicator	✓	
The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others	✓	
The ability to support colleagues	✓	
Strong organisational skills and ability to meet deadlines	✓	
Personal resilience, energy, and enthusiasm	✓	
To have a sense of humour and an ability to keep things in perspective	✓	

Recruitment process and additional recruitment information

Closing date: 16th May 2022

Interview date: TBC

Recruitment Process: Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend an interview. Details will be made available when selected, but the interview is likely to include:

- A written task
- Panel interviews on a variety of topics
- Classroom visit

Special Requirements: If you require reasonable adjustments prior to your interview, these can be arranged by emailing trns@robertnapier.org.uk

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.

Right to work in the UK: Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents them from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to documentary evidence of your right to work in the UK.

Data Protection: Any data about you will be held securely with access restrict to those involved in dealing with you application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

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.





THE
**ROBERT
NAPIER**
SCHOOL

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