



PHOENIX
PRIMARY SCHOOL

**Class Teacher
with Year Group Leader**

Candidate Application Pack

A **Beyond** ACADEMY
SCHOOLS TRUST

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Message from Mel Ireland-Hubbert, Headteacher

As Headteacher here at Phoenix Primary School, I would like to extend to you the warmest of welcomes and thank you for your interest you have shown in the role of **Class Teacher with Year Group Leader** here at Phoenix Primary School.

Phoenix Primary School is a large, vibrant, and friendly school. We are a proud accredited enhanced VbE, Centre of Excellence and Character Education setting. With VbE at the heart of our curriculum we are developing ethical vocabulary and ethical intelligence, which could be argued is the most important intelligence for the sustainability of our world, enabling Phoenix children to be educated citizens, helping to engender an appreciation of human creativity and achievement.

Step into Phoenix Primary School and you will feel a haven of warmth and a true sense of community, halls filled with children enjoying their day, staff with a profound sense of humour, a leadership team that places importance on family and professional trust. A team that faces the next steps of each journey with resilience, kindness and compassion. A team that supports the children and their families through so much more than their educational journey.

I hope you find this candidate pack informative. If you would like to arrange a visit to see our wonderful school in action, 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.

Mel Ireland-Hubbert
Headteacher



About Phoenix Primary School

Phoenix Primary School is nestled in central Chatham.

Chatham is part of the unitary authority of Medway which encapsulates the towns of Chatham, Gillingham, Strood, Rainham and historic Rochester. We are privileged to be surrounded by history and culture from the castle and cathedral at Rochester and the historic dockyard where Nelson's HMS Victory was built, to the Theatres in Chatham and the many state-of-the-art sporting facilities across the towns. We have access to a rich and diverse heritage steeped in tradition and more modern customs and celebrations.

From 2021 Phoenix has become an all-through Primary school who are part of the Beyond Schools Trust. The Beyond Schools Trust is a family of ten schools, serving the educational needs of nearly 7,000 children and young people aged 3 to 19. Within our Trust we collaborate and support each other in many ways for the benefit of the children in our care.

Our team at Phoenix work hard to ensure that each child enjoys their time at our school and leaves ready to start a new chapter in their lives. While attending our school each child will be encouraged to be independent, to persevere, be honest and caring, whilst feeling safe and valued.

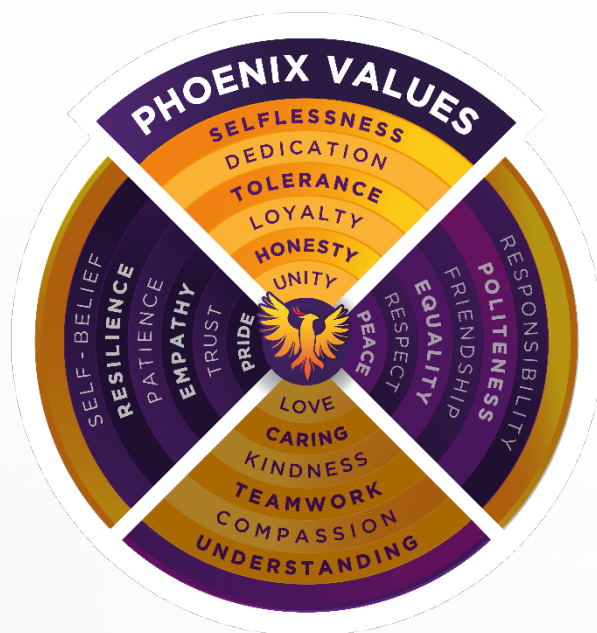
At Phoenix we promote an educational philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary.

Values are principles that guide behaviour and choices. At Phoenix, adults model values and give time for reflective practices. We believe that this empowers individuals to be effective learners and good citizens. The Values that we teach help pupils develop their character, to know that individual differences should be valued, to be resilient, reflective, to have empathy and respect for one another.

In June, Ofsted visited Phoenix. We are delighted to share Ofsted's opinion on what it is like to attend Phoenix.

Pupils at the school are safe, happy and an active part of their community. The pupils at the school embody the school's philosophy of 'valuing self, others and the environment'. Parents support the school's effective work in securing pupils' mental and physical well-being.

There are high expectations for pupils' learning and behaviour. Pupils have warm and nurturing relationships with staff. They show good manners and consideration to adults and peers alike. When pupils become upset or do not behave as they should, they know there is support available. They are also aware of the consequences of any poor behaviour. They are also aware that they get the chance to repair relationships and that everyone is treated fairly. Pupils are enthusiastic about learning, and interactions in class and around the school are positive and caring. They value their learning and the opportunities the school provides. Pupils are proud of their school and what they are achieving.



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.

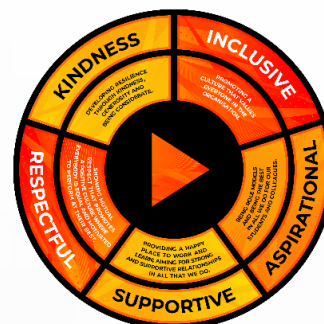
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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 – Class Teacher with Year Group Leader

Reporting to: Headteacher
Salary: Main Pay Scale + £2,000 (Year Group Lead)
Location: Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD

Job Purpose

The successful candidate will be expected to carry out the duties of a teacher in accordance with the Teachers Pay and Conditions Document and other relevant statutory provisions, and to carry out other such associated duties as are reasonably assigned by the Headteacher.

Professional Responsibilities

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, incorporating the areas of learning for KS1 and Enhanced Provision in line with the policies of the school.
- To facilitate, support and monitor the overall progress and development of KS1 pupils and designated groups of pupils.
- To foster a learning environment and educational experience which provides pupils with the opportunity to excel.
- To share in the development of the KS1 curriculum, teaching programmes, methods of teaching and assessment and their review.
- To support and contribute to the school's responsibility for safeguarding children.

Responsible for

- Co-operation and close liaison with parents and guardians, professionals within KS1 and the wider school, including fellow staff and colleagues from external agencies (for example, specialist teachers, health professionals and social workers).
- Working with others to plan and coordinate work both indoors and outdoors.
- Motivating and stimulating children's learning abilities, encouraging learning through experience
- Liaising with the KS1 staff to ensure the smooth transition between year groups.

Generic responsibilities

- Teaching all areas of the KS1 curriculum, which is focused on helping the children achieve their potential;
- To be part of a team to plan, prepare and evaluate all aspects of KS1 provision;
- Providing pastoral care and support to children and providing them with a secure environment in which to learn;
- Developing and producing visual aids and teaching resources;
- Organising learning materials and resources and making imaginative use of resources;
- Developing children's curiosity and knowledge;
- Working with others and contributing to the strong and experienced team ethos of the school, to plan and coordinate work both indoors and outdoors;
- Observing, assessing and recording each child's progress and preparing reports for external agencies;
- Attending in-service training;
- Ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the school;
- Keeping up to date with changes in the curriculum and developments in best practice;
- To be adaptable, flexible and have a sense of fun and humour.
- To play a full part in the life of the school community and support its distinct ethos.



- To follow and actively promote the school's policies and procedures.
- To comply with health and safety policy and undertake risk assessments as appropriate.
- To actively pursue own personal and professional development.

Year Group Lead

Non-TLR responsibility allowance: £2,000 per annum. This payment is authorised by the Headteacher, will be reviewed annually and may be amended or withdrawn following review.

Responsible to: Headteacher, Deputy Headteacher, Assistant Headteacher (Phase Group Assistant Head)

Responsible for: Year group operational coordination (under the direction of the Phase Group Assistant Head). Overall accountability for standards, curriculum, teaching and learning, performance management and outcomes remains with the Phase Group Assistant Head.

Job Purpose

- Support and secure the commitment of others to the vision, values and policies of the school, ensuring consistent year group operational routines and systems.
- To coordinate the day-to-day operational running of an assigned year group, ensuring routines, communication and organisation support high-quality teaching and learning.
- To support the implementation of the curriculum within the year group by coordinating agreed approaches, sharing key information and identifying operational barriers for the Phase Group Assistant Head.
- To promote the values of Phoenix, including the wellbeing of staff and pupils, with particular reference to the year group team.
- To coordinate year group processes (including statutory and school assessments, data deadlines and administration) so they are completed accurately and on time, escalating issues to the Phase Group Assistant Head who retains accountability for standards and outcomes.
- Work with the Phase Group Assistant Head and wider Leadership team to coordinate year group operational routines and systems (including staffing deployment, cover, routines, deadlines, resources, behaviour systems and administration), reporting key issues and patterns to support effective decision-making.
- Act as an ambassador for the school and positively engage with pupils, parents/carers and the wider school community, supporting a calm, consistent and professional year group culture.
- Support colleagues within the year group by signposting guidance, sharing agreed expectations and contributing to a positive and professional team culture (in line with direction from the Phase Group Assistant Head).
- Liaise with the Admissions Officer to support agreed year group communications and approved content for digital channels (e.g., key dates and celebrating learning), in line with school processes.

Be an excellent practitioner who is an example to staff, pupils and parents following the teacher standards by:

- Having high personal standards of classroom practice with the Legacy expectations running through.
- Modelling the school values at all times when communicating with all members of the school community.
- Providing a stimulating and challenging learning environment.



- Developing your own subject knowledge and classroom practice, and engaging with agreed year group approaches.
- Collaborating and communicating effectively, and modelling high expectations of planning, assessment and evaluation.
- Having high expectations of pupil progress and personal development.
- Modelling commitment and professionalism.
- Demonstrating strong organisation and effective communication, including proactive day-to-day operational coordination of the year group.
- Supporting clear, timely communication with parents/carers in line with school systems and agreed messages (e.g., curriculum information, key dates and routines), referring questions about individual pupil progress/attainment to the class teacher and Phase Group Assistant Head as appropriate.
- Ensuring the promotion of equal opportunities in all aspects of school life.
- Attending relevant meetings as required and feeding back key information to the Phase Group Assistant Head and colleagues as necessary.

Other Specific Duties

- Engage in our Professional Growth Model—a continuous development approach that replaces traditional appraisals with regular, structured feedback and support.
- Benefit from ongoing professional development, clear career progression pathways, and a culture that values collaboration and innovation.
- Be part of a high-performing, empowered workforce focused on improving outcomes for all pupils through shared learning and growth.
- 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.

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 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"> • Relevant qualifications in Maths and English • Qualified Early Years Teacher status or recognised equivalent. • Evidence of relevant INSET and commitment to further professional development. • QTS 	<ul style="list-style-type: none"> • A levels in Maths and English • Relevant qualifications • A current paediatric first Aid qualification
Experience	<ul style="list-style-type: none"> • Experience and knowledge of delivering the KS1 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 KS1 setting • Phonics • Always put the child at the centre of what you do 	<ul style="list-style-type: none"> • Planning in the moment • Continuous Provision
Knowledge and Understanding	<ul style="list-style-type: none"> • Child development and the KS1/ curriculum • Understand values-based education • Have secure understanding of child protection within schools • Theory and practice of providing effectively for the individual needs and interests of all children. • Experience of effective planning, monitoring assessment and record keeping promoting high quality delivery of the EYFS provision. • Up to date knowledge of statutory regulations and guidance relating to the post. • 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 • To have an interest in curriculum areas for example dance, music, physical development for early Years children. • Confident use of ICT and the use of technology to enhance the delivery and assessment of the • KS1 curriculum and it's provision
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 • To have excellent teaching skills and care practices. • To have excellent behaviour management skills. • To be able to work creatively and sensitively with children. • To empathise with the difficulties of children with SEN in accessing the curriculum. 	<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 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 Headmaster 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 2026

Contract Type: Full-Time, Permanent

Place of Work: Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD

Hours & days of work: 32.5 Hours Per Week / Monday To Friday

Salary: Main Pay Scale + £2,000 (Year Group Lead)

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.

Professional Growth

We don't appraise. We grow" We believe professional growth is not a once a year event but an everyday commitment. That's why we've replaced the traditional annual appraisal with our **Professional Growth Model**, designed to foster meaningful, continuous development for all staff.

The Professional Growth Model promotes:

- Continuous learning
- Regular feedback,
- Collaborative development

All through collaboration, constructive dialogue and structured meetings with line managers.

Key benefits for staff include:

- Ongoing support for personal and professional development
- Clear pathways for career progression
- Regular, constructive feedback to enhance performance
- Opportunities to contribute to team and Trust-wide improvement
- A culture that values collaboration, innovation, and growth

We believe this approach helps build a high-performing, empowered workforce focused on improving outcomes for all pupils.

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 2025 are as follows:

Annual Salary Rate	Member contribution Rate
Up to £34,872.99	7.4%
£34,873 to £46,943.99	8.9%
£46,944 to £55,660.99	9.9%
£55,661 to £73,768.99	10.5%
£73,769 to £100,590.99	11.6%
£100,591 and above	12%

Other Benefits:

Two-week, half-term break in October

Employee Referral Scheme

Up to £500 payable for a new employee referral across the Trust

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.

Catering:

On site catering at affordable prices

Employee Discounts include:

20% discount off membership for Avenue Tennis
[Medway Gym & Fitness Centre | Avenue Tennis](#)

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.

Free will writing service provided by Accord Legal Services

Blue Light Card discount scheme [Blue Light Card](#)



The Recruitment Process

Closing date: Friday 22 May 2026 at 09:00am

Interview date: TBC

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 | Phoenix Primary School](#)

If you wish to discuss the role, please contact **Jo Penn** via email at jpenn@phoenixprimary.com

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 on our [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.



Class Teacher & Year Group Leader



Salary: Main Pay Scale Plus £2,000 for Year Group Lead
Start date: September 2026
Hours: Full-Time, Permanent
Location: Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD
Closing date: Friday 22 May 2026 at 09:00am
Interview date: TBC

“A school where compassion meets ambition – come and see the difference.”

Phoenix is a diverse, vibrant and proudly compassionate community school where children show remarkable resilience, warmth and spirit. Step into Phoenix Primary School and you will join a values-led team with a big heart and bold professional culture.

We are looking for an enthusiastic and dedicated **KS1** Class Teacher to join our supportive and welcoming school community. We are seeking a skilled practitioner with strong Key Stage 1 experience who can model excellent classroom practice, work collaboratively with colleagues, and support the day-to-day organisation, communication and consistency needed to help a year group thrive.

We coach, laugh and grow together – our SLT collaborates with staff, not above you. With PPA from home, a coaching-led development model, children and staff are encouraged to share their aspirations and passions. You will find a true sense of community, halls filled with children enjoying their day, staff with a profound sense of humour, a leadership team that places importance on family and professional trust and welcomes professional challenge. A team that faces the next steps of each journey with resilience, kindness and compassion.

The Role

- Adapt and shape the curriculum responsively to meet the diverse needs of all learners.
- Create inclusive, trauma-informed classrooms where pupils learn to regulate, think, and thrive.
- Work closely with inclusion, pastoral teams and our two in-school provisions for early, effective support.
- Champion attendance and strong home–school partnerships.
- Contribute to Character Education, OPAL, VbE and enrichment opportunities.
- Be a visible leader of learning — every teacher at Phoenix leads.
- You will take ownership of your own professional growth without the monotony of appraisal but with the full support of your SLT, you will share with us what inspires you.

What You’ll Bring

- A sense of humour and resilience
- Proven impact as a class teacher in a diverse, high-need context.
- Expertise in inclusive practice and adaptive teaching methods.
- Warmth, humility and the ability to hold high expectations with kindness.
- Confidence to challenge thinking and embrace creative, outside-the-box ideas.
- Commitment to protecting your own wellbeing as well as delivering excellence for pupils.
- Commitment to impact that will not only be felt in your classroom but across our whole school community as we continue to raise standards with compassion and ambition.
- Experience across both key stages, with a clear understanding of pupils’ prior learning and the progression needed to support where they are headed.



In return we offer:

- A passionate leadership team
- Genuine staff voice in how the school runs, supported by an active staff well-being team
- A growing school with opportunities for career development as we expand.
- A staff well-being team owned and run by staff.
- A headteacher that is always succession planning, wanting to hear your aspirations and planning how to meet them.
- Flexibility in placement, enabling us to match your strengths with the needs of our pupils and the evolving structure of our growing school.
- PPA from home
- Coaching opportunities
- Care First employee assistance programme
- Non-contributory membership of Benenden private health care cover
- Membership of the Teachers' 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 | Phoenix Primary School](#)

We warmly encourage visits — you will feel Phoenix the moment you walk through the door. To arrange a visit or ask any questions, please contact **Jo Penn** on **01634 829009** or via email jpenn@phoenixprimary.com

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 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

Phoenix Primary School

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Chatham
Kent
ME4 5QD

Tel: 01634 829009

Email: office@phoenixjuniors.co.uk

www.phoenixprimary.com

<https://w3w.co/pinch.hurls.chef>

