

THE SKINNERS'
KENT ACADEMY



PRIDE IN OUR SUCCESS

HEAD OF YEAR (TEMPORARY COVER)

Information for Candidates

September 2026

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

INTRODUCTION FROM THE PRINCIPAL



Dear Candidate,

I am delighted that you are interested in a position with The Skinners' Kent Academy.

The Skinners' Kent Academy is a co-educational, all-ability Secondary school. The Academy is funded by the DfE and is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.



The Academy moved into its state-of-the-art building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and we are delighted to be able to offer an education to young people who benefit from the exceptional learning environment and opportunities the Academy provides.

Our Academy is supported by experienced professional teams, providing high quality Finance, HR, Estates and IT support which ensures smooth running and cost effectiveness, and in turn supports the learning of our young people.

Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our Academy community is expected at all times, then we would be very interested in receiving an application from you.

Miss Hannah Knowles
Principal
The Skinners' Kent Academy

OUR VISION AND VALUES



The Skinners' Kent Academy is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Academy. In particular we wish to support young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Academy. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.

At the Academy our mantra is to develop students who are Successful, Kind and Aspirational

Pride In Being...Successful

- A broad, balanced but ambitious curriculum for all students.
- Development of curious and knowledgeable young people, who are informed and inquisitive and seek opportunities to expand and strengthen their understanding.
- Development of opportunities for all students which nurture a sense of discovery, inspiration and passion for each student to find their own path through life.

Pride In Being...Kind

- We are principled: every person is treated equally with respect and consideration, upholding the values of equality, diversity and inclusion.
- We maintain a global outlook, making reasoned ethical decisions, showing compassion for others and for our environment, and nurturing respect for those within the Academy and in our local and wider communities.
- Co-operative partnership with others, developing our own and others' self-worth, valuing honesty and integrity.

Pride In Being...Aspirational

- We will always strive for excellence in all that we do, so that our students are positive role models who view education: we want to instil genuine lifelong learning.
- We will encourage students to develop confidence in their problem-solving abilities, their leadership skills and to see their ideas through to completion.
- Students will be encouraged to set their own bar high and to turn dreams into reality through academic and pastoral excellence; we recognise the importance of challenge, so that they develop the skills and qualities to meet society's challenges.



SKINNERS' ACADEMIES TRUST



SKINNERS'
ACADEMIES TRUST

Skinner's Academies Trust is a collaborative Trust of six high-performing schools in Kent and London working together to improve outcomes for all our students.

The Trust builds on the longstanding collaboration and shared values across the family of schools supported by The Skinner's Company, one of the Great Twelve Livery Companies of the City of London. The Company is a major not-for-profit organisation with a well-established reputation for philanthropy dating back some 700 years. Education is a core charitable purpose and its schools

aspire to provide all their young people with the opportunity to make the most of their talents and fulfil their potential.

Skinner's Academies Trust's mission is to provide its young people with the opportunity to make the most of their talents and fulfil their potential. To do that they ensure that each school has first-class teaching, management and leadership, and are supported and held to account by high-quality governing bodies.



PROFESSIONAL DEVELOPMENT: SKINNERS' ACADEMIES TRUST



Skinner's Academies Trust is committed to investing in our people and as such offer a high-quality suite of professional development opportunities for all of our teachers. All teachers and leaders at the Trust demonstrate a commitment to being a reflective practitioner, open to learning and motivated to keep getting better.

We know that great professional development will lead to great impact in our schools. The pillars of our offer are designed to offer opportunities to all our staff, to support our vision for an excellent education in all our schools and to have a clear impact on outcomes for all our pupils.

Chartered College of Teaching Membership

All teaching staff are given full membership to the Chartered College of Teaching. This gives them access to a range of resources including research papers, articles, lesson videos and the quarterly journal, *Impact*; and opportunities to participate in CCT courses or become a Research Champion.

Research-Led Networking Opportunities

The Trust-wide Research Circle meets online each half term to explore an education-based text. It offers teachers from across the Trust with a passion for evidence-informed practice the opportunity to debate a range of research and its implications for classroom practice and student outcomes. Copies of the book are free to members.

Development for Teachers

The Purposeful Practice Programme is designed to empower teachers to understand, some of the highest leverage classroom strategies that can be utilised to secure great outcomes for young people. Each module builds on the last with a key focus on formative assessment strategies and modelling and utilises analysis of classroom videos.

Development for Middle Leaders

Our bespoke Middle Leadership Programme is a 10-month course designed and delivered internally for those at the start of their leadership journey. Throughout the course we explore evidence and good practice around effective leadership, use of data, managing teams and how to implement improvement.

All participants are allocated a mentor who supports them throughout the course and get to visit each Trust school over the duration of the year.

Subject-Specific Collaboration

We have established Subject Communities for English, Maths, Science and MFL, enabling improvement at subject level the Trust through collaboration between subject leads and shared good practice. This gives heads of department an exciting chance to experience and learn from a range of practice across all our schools. The groups are facilitated by senior subject experts.

SLT Community of Practice

All senior leaders across the Trust can join the SLT Community of Practice, giving them the opportunity to share good practice in school improvement. Leaders participate in visits to Trust schools, hear from external experts and provide professional and supportive critique to one another.



ROYAL TUNBRIDGE WELLS



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the M25, the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings. There are also direct trains to and from London and the coast.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

JOB DESCRIPTION



HEAD OF YEAR

We are seeking to appoint an exceptional Head of Year to join our pastoral team on a temporary cover contract. This is an exciting opportunity for a committed, organised and student-centred professional to play a key role in supporting the progress, wellbeing and behaviour of pupils within the year group. Working pattern of 37 hours per week (8.15am-4.15pm daily), 39 weeks per year (Term time only inclusive of INSET). The pro-rata salary is based on SAT F1, £28,267 based on the full time equivalent £32,140 at depending on the experience of the candidate.

Job Purpose

- To work under the guidance of the Head of Upper/Lower School to maintain a strong team ethos within the pastoral team.
- Provide direction to students through setting challenging and demanding expectations for students and promoting their self-esteem and independence.
- To contribute to the development and implementation of the overall ethos/work/aims of the Academy.

Key responsibilities

- Create, foster and build strong relationships with students in the year group and their parents/carers
- Work with the Attendance Officer to provide support concerning the attendance and punctuality of all students within the year group and in liaison with the Attendance Officer arrange meetings to support students who struggle to attend regularly.
- Provide feedback to students in relation to attainment, progress, achievement, behaviour, and attendance
- Be responsible for keeping and updating records, including relevant filing, as agreed with other staff, contributing to reviews of systems/records as requested
- Implement the Academy's Rewards and Sanctions policy.
- Assist with Year Assemblies as directed by Head of Upper/Lower School
- Monitor House Tutor Time with daily drop ins to ensure programme is followed and that students are engaging and following Academy expectations.
- Organise and manage Year extra-curricular, charity and community activity.
- Contribute to the leadership and management of the behaviour strategy, including supervision of the 'Inclusion Room' as appropriate.
- Assist with the development and implementation of pastoral and personal care programmes.
- Liaise with primary feeder schools and secondary schools to ensure effective and high-quality transition.
- Participate in comprehensive assessments of students' academic and pastoral progress.
- Plan and implement reward events in collaboration with appropriate staff.
- To be First Aid trained and be part of the First Aid duty rota
- Support DSL with safeguarding of students in year group
- To deputise for the Head of Upper/Lower School in their absence and cover for absent colleagues as requested.

JOB DESCRIPTION



Additional duties

- Attend team meetings and staff meetings as required outside of office hours
- Maintain confidentiality inside and outside the workplace
- Take responsibility for promoting and safeguarding the welfare of students the postholder comes into contact with
- Comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
- Develop constructive relationships and liaison between managers/teaching staff and support staff.
- Develop positive relationships and communicate with other agencies/ professionals.
- Work flexibly to promote extra-curricular activities and out of hours learning which enhances learning opportunities.
- Engage in relevant and challenging continuous professional development opportunities.
- Create a 'knowledge bank' through written procedures to enable cover to be provided in the job holders' absence.
- To undertake other duties as may reasonably be assigned by the Executive Principal or the Academy Trust, recognising that the duties of this post may vary from time to time without changing the general character of the post or level of responsibility. Recognise that roles and responsibilities may change as the Academy develops.

PERSON SPECIFICATION



Criteria	Essential	Desirable
Education/Qualifications & Professional Development	- Educated to at least NVQ Level 3 including GCSE grade C in English and Mathematics or equivalent - Evidence of relevant and challenging continuing professional development	Current First Aid Certificate (or a willingness to be trained in First Aid)
Skills & Knowledge	- Good understanding of the principles of child development and learning processes and in particular, barriers to learning - Evidence of having developed and sustained effective relationships with young people in a pastoral context - Evidence of implementing excellent behaviour management strategies leading to the development of positive attitudes in young people, particularly towards education and learning. - Effective use of ICT and technology - A strong understanding and commitment to the Academy's ethos and approach to student learning and achievement. - Evidence of ability to contribute to safeguarding and protecting the welfare of children - Evidence of the ability to successfully motivate young people - The ability to communicate effectively to different audiences both orally and in writing, including the ability to promote the image of the school	
Experience	- Experience of working effectively with a range of internal and external stakeholders, including parents/carers - Extensive experience of working effectively in the support of young people in a learning environment	
Attributes/Personal Qualities	- Commitment to high educational, professional and personal standards - Understanding the importance of maintaining confidentiality - A flexible approach to work, including a sense of humour - Commitment to equal opportunities and valuing diversity	

APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding** You will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



PROFESSIONAL DEVELOPMENT



Professional Development

At The Skinners' Kent Academy our vision is one of a professional community driven by the principle of constant development; aiming to be research informed in everything we do. We believe that quality conversations between thoughtful professionals is the way to improve the quality of education we offer. For staff at the Academy, Professional Development Time (PDT) consists of independent research, seminar discussions, collaborative planning, time in teams and conferences. Staff also have opportunities to complete external qualifications such as NPQs, Masters and Chartered College Status.

Staff have autonomy to shape their professional development, to support Academy improvement. New staff joining the Academy at any point in the academic year have an abridged induction programme to familiarise them with our systems and procedures.

The Academy will also support applications from staff to take NPQs offered via [Ambition Institute](#) and staff are encouraged to participate in training programmes and courses offered by the [Chartered College of Teaching](#) (CCT). At present we have staff completing the Chartered College's Certificate of Informed Practice as well as staff gaining Chartered status. The Academy is also an unlimited partner school of [The Prince's Teaching Institute](#) (PTI) which facilitates further professional development for teaching staff through CPD subject days, leadership courses and support for new teachers.

More recently, as part of The Skinners' Company family of schools, staff have had the opportunity to attend seminars from speakers such as Peps Mcrea, Paul McGee and Mary Myatt. This is an area that the Academy is seeking to develop alongside the other Skinners' schools to deepen the link and relationships between them.



STAFF WELLBEING & BENEFITS



The Skinners' Kent Academy is committed to providing a healthy and caring environment that promotes and supports positive mental health and wellbeing for our students, staff and stakeholders. Positive mental health and wellbeing is vital to what we do at school; it underpins the crucial work carried out to support students and their families. We are highly committed to supporting staff's mental health and wellbeing, to ensure that there is a positive and supportive workplace.

Outlined below are some of the ways in which staff are supported:

- Key staff are trained as Mental Health Leads within the Trust.
- An email protocol which supports communications only between the hours of 7am and 6pm
- A working on-site protocol which encourages everyone to be off-site no later than 6pm
- Random acts of kindness initiatives
- A commitment to support staff with personal issues and an empathetic approach to such events.

Pension Scheme Contributions

We offer a valuable pension package of benefits for members and their dependents of both the teachers and local government pensions schemes; generous employer contribution; tax relief on your contributions; flexibility to pay more or less in contributions; flexible retirement options.

Cycle to work

The Academy is a registered employer of the Cyclescheme which is the UK's most popular Cycle to Work benefit, providing staff members with the opportunity to purchase a bike of their choice, tax free. Staff can save 25-39% of the cost of a new bike and accessories whilst also spreading the cost. Payments are deducted via payroll over a term of 12 months.

Kent Rewards

Through Kent Rewards, employees are able to access a wide-range of discounts on high street and supermarket

shopping, leisure facilities such as cinema and gym, and travel options such as holidays and hotel stays.

Annual leave

Our support staff on 52 weeks per year contracts benefit from an annual leave allowance of a minimum of 27 days. This is in addition to any Bank or Public Holidays.

Referral bonus

The Academy offers a referral bonus of £500 if they refer a member of staff to the Academy and it leads to a successful appointment and start of employment.

Onsite-gym

Staff have free use of the Academy's fitness suite and sports facilities

Electric Vehicle Charging Stations

Staff have access to two Electric Vehicle Charging Stations.

Education Sector benefits

Staff have access to the following programmes as part of their employment within the Education sector:

- Headspace, providing resources and research around mindfulness and meditation
- Spire Healthcare: Wellbeing and health promotion initiatives including full access to a dedicated Wellbeing website
- Nuffield Health Tunbridge Wells: 30% discount



EXPLANATORY NOTES



The Skinners' Kent Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aim of our Safer Recruitment Procedure is to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them. A copy of our Safeguarding & Child Protection Policy can be viewed [here](#).

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- an Academy application form, normally found on TES

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.



References

References will normally be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Pre-employment checks

- an enhanced DBS check is required for all successful applicants;
- Prohibition, overseas and social media checks will also be completed if necessary; and
- we will also carry out online searches for all shortlisted candidates to identify any incidents or issues related to suitability to work with children.

As an applicant, it is an offence to apply for a role that involves engaging in regulated activity relevant to children, schools and colleges if you are barred from engaging in such activity. In line with [Keeping Children Safe in Education](#) guidelines, candidates will be asked to complete a self-declaration at the shortlisting stage.

To view our privacy policy, please click [here](#)

HOW TO APPLY



The closing date for applications is **28 September 2026 at 12 noon** with interviews commencing in the week beginning **Monday 5 October 2026**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on My New Term or our Website.
- The Skinners' Kent Academy will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact HR on **01892 553031** or **hr@skinnerskent.org.uk**.

We look forward to hearing from you



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