



THE
**ROBERT
NAPIER**
SCHOOL

Head of Maths

Candidate Application Pack

A **Beyond** ACADEMY
SCHOOLS TRUST

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Message from Jenny Tomkins, Headteacher

Welcome, and thank you for your interest in the role of **Head of Maths** at The Robert Napier School, part of the Beyond Schools Trust.

At The Robert Napier School, raising aspirations sits at the heart of our success. Our ethos, Learning Today, Beyond Tomorrow, reflects our belief in excellence, opportunity and long-term ambition for every student, regardless of starting point. We are deeply committed to developing the whole child academically, personally and socially, so that every young person is supported to thrive and is fully prepared for life beyond school.

A defining strength of our school is our strong, happy and collective community. Visitors consistently comment on the warmth and sense of belonging they experience when they walk through our doors, the positive relationships between staff and students, and the calm, purposeful learning environment we work hard to sustain. This shared moral purpose underpins everything we do and shapes how we support our students; particularly those who need additional nurture, structure and guidance to succeed.

This is an exciting time to join our Maths team. Over the past two years, the department has undergone significant improvement, including strengthened practice and improved outcomes. We are now seeking an experienced and highly skilled Head of Department who can build on this momentum, someone who understands what it takes to lead with clarity and compassion in a challenging, non-selective context, and who is relentless in the pursuit of excellence for every learner.

The role of Head of Maths is pivotal to our next chapter. We need a leader who can train, inspire and upskill staff, creating a confident and consistent team where great teaching is the norm and professional learning is sharp, purposeful and sustained. Equally important is succession planning; developing others, building leadership capacity within the department, and ensuring that improvement is not dependent on one person but embedded in the culture, routines and collective expertise of the team.

Above all, you will be an outstanding classroom practitioner, with the outcomes to prove it: someone who can model exceptional practice, secure strong progress for students with a wide range of needs and translate high expectations into everyday reality. You will combine subject expertise with strong curricular and assessment understanding, using evidence-informed approaches to remove barriers, close gaps and ensure all students can achieve success in Maths.



I hope you find this application pack informative. I strongly encourage you to arrange a visit to see the school in action and to experience first-hand the relationships, ambition and sense of purpose that define The Robert Napier School. Should you have any questions, please do not hesitate to contact us using the details provided.

Jenny Tomkins
Headteacher



About The Robert Napier School



Learning Today – Beyond Tomorrow sets the tone for our seven-year learning journey. We seek to engender the school values of **Kindness, Respect, Courage, Resilience, Responsibility, and Fairness** in all our students' behaviours, ensuring they are ready to contribute positively to their community beyond our doors. All staff play a central role in shaping this journey, supporting students to take ownership of their learning and success, and making the most of the many 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.

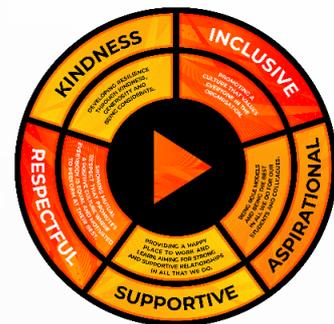
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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



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www.beyondschoools.co.uk



hello@beyondschoools.co.uk



Job Description – Head of Maths

Reporting to: Deputy Headteacher
Salary: Leadership L8-L12
Location: The Robert Napier School, Third Avenue, Gillingham

Job Purpose

- To lead, implement and deliver an **ambitious, coherent and inclusive Mathematics curriculum** that secures strong outcomes for all students and supports high levels of progress across the ability range.
- To model, monitor and support the **academic progress, attainment and development** of students as a teacher and form tutor, maintaining high expectations and consistency.
- To facilitate and promote a **purposeful, aspirational learning experience** in Mathematics, enabling students to achieve their individual potential and build confidence in their learning.
- To make a significant contribution to **raising standards of student progress, engagement and outcomes** through high-quality teaching, curriculum leadership and staff development.
- As a leader within the school; Work collaboratively with other core subject leaders to drive whole-school standards, strengthen English–Maths alignment, model exceptional practice, and lead on identified whole-school teaching and learning initiatives.

Duties & Responsibilities

Areas of Responsibility

Operational/Strategic Planning

- To develop, implement and review **high-quality syllabuses, resources, schemes of work, marking policies and teaching strategies** within the Mathematics department.
- To lead the development, implementation and evaluation of the **Maths Department Development Plan**, aligned with whole-school priorities and the School Improvement Plan.
- To attend and contribute positively to all **department meetings, CPD and leadership briefings**.
- To plan and prepare courses and lessons that contribute effectively to the **strategic planning and improvement** of the school.

Staff Development: Recruitment/Deployment of Staff

- To play an active role in the school's **staff development programme**, supporting ongoing professional learning and improvement in teaching and learning within the department.
- To continue personal professional development, maintaining **strong subject knowledge, pedagogical expertise and leadership capacity**.
- To engage fully in the **Professional Growth process**, implementing robust and supportive performance management for staff within the department.
- To ensure the **effective and efficient deployment of staff**, building capacity, confidence and succession within the Maths team.
- To work collaboratively as a member of the **Subject Leader team**, contributing positively to effective working relationships across the school.



Quality Assurance

- To implement and adhere to the school's **quality assurance procedures**, ensuring consistency and impact.
- To contribute to the **monitoring, evaluation and review** of Mathematics provision in line with agreed school procedures and performance criteria.
- To identify and implement **appropriate modification and improvement** where required.
- To review teaching approaches and programmes of work regularly to ensure they meet the needs of all learners.
- To contribute, as required, to whole-school review, development and management activities relating to **curriculum, organisation and pastoral provision**.

Curriculum Provision

- To ensure that the **Mathematics curriculum** provides a high-quality learning experience that supports the School Improvement Plan and secures **strong progress and outcomes for all students**.

Pastoral System:

- To act as a **form tutor** to an assigned group of students.
- To promote the **academic progress, wellbeing and personal development** of individual students and the tutor group as a whole, liaising closely with the Head of Year.
- To register students, accompany them to assemblies and encourage full attendance and participation in school life.
- To monitor and evaluate student progress, maintaining accurate and up-to-date records.
- To contribute to Action Plans, progress files and reports as required.
- To alert appropriate staff, including the **Designated Safeguarding Lead**, to any safeguarding concerns in line with school policy and training.
- To communicate professionally with parents and external agencies, following consultation with relevant staff.
- To apply the **Behaviour Management systems consistently**, ensuring a calm and effective learning environment.

Teaching

- To be an **outstanding classroom practitioner**, consistently modelling excellent subject knowledge, clarity of instruction and high expectations for all learners.
- To build **excellent relationships** with students, creating a classroom culture where learners feel valued, motivated and confident – a teacher whom students speak highly of because they feel well-supported, challenged and inspired.
- To deliver lessons grounded in **active learning**, purposeful practice and responsive instruction, ensuring that all students are engaged, thinking hard and making strong progress.
- To demonstrate highly effective **adaptive practice**, skilfully adjusting teaching in real time to meet the diverse needs of learners, including those with SEND, EAL, or gaps in prior knowledge.
- To model **high-quality scaffolding techniques** that enable all students to access ambitious content, ensuring inclusion and equity sit at the heart of every learning experience.
- **To identify and proactively address barriers to learning — academic, linguistic, social or emotional — ensuring every student receives the support, challenge and encouragement needed to succeed.**



- To prepare and update subject materials using a range of delivery methods that stimulate learning and meet the demands of the syllabus.
- To assess, record and report on students' attendance, progress, development and attainment, maintaining accurate records as required.
- To contribute to oral and written assessments, reports and references relating to individuals and groups of students.
- To maintain discipline in accordance with school procedures and promote excellent attitudes to learning, punctuality, behaviour and standards of work.

Other Specific Duties

- To engage with the trust's commitment to the **Beyond School's Trust, Lead Framework**. A key part of our Professional Growth initiative. The LEAD framework is designed as the DNA of leadership to help everyone of us grow, lead and make a real difference – whatever your role in the trust.
- 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 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 Maths • Evidence of relevant INSET and commitment to further professional development. • QTS • An outstanding teacher. 	<ul style="list-style-type: none"> • NPQ qualification • Further leadership development
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. • To be able to work creatively and sensitively with children. • 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 	<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
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:	1 st September 2026
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 pay scale L8-L12 £61,534-67,898 per annum
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 2026 are as follows:

Annual Salary Rate	Member contribution Rate
Up to £36,198.99	7.4%
£36,199 to £48,727.99	8.9%
£48,728 to £57,776.99	9.9%
£57,777 to £76,572.99	10.5%
£76,573 to £104,413.99	11.6%
£104,414 and above	12%

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:

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: Monday 20th April 2026 at 9am

Interview date: Tuesday 28th /Wednesday 29th April 2026

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 **Charli Reader** via email at recruitments@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 Maths



Salary:	Leadership pay scale L8-L12
Start date:	1 st September 2026
Hours:	Full-time
Location:	The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX
Closing date:	Monday 20 th April 2026 at 9am
Interview date:	Tuesday 28 th /Wednesday 29 th April 2026

This is an exciting time to join our Maths team. Over the past two years, the department has undergone significant improvement, with stronger teaching practice and improved student outcomes. We are now looking for an exceptional **Head of Maths** to build on this momentum and lead the department into its next phase.

This is a pivotal role within the school. We are seeking a leader who combines clarity with compassion—someone who understands the realities of a non-selective context and is relentless in securing excellence for every learner. You will develop a confident, consistent team, where great teaching is the norm and professional learning is purposeful, sharp and sustained.

You will invest in people—coaching, developing and growing future leaders—ensuring that improvement is embedded in the culture and not dependent on one individual.

Above all, you will be an outstanding classroom practitioner with a proven track record of strong outcomes. You will model exceptional teaching, use evidence-informed approaches to remove barriers and close gaps, and ensure that every student can succeed in Maths.

We are looking for a dedicated and enthusiastic person who:

- An experienced and impactful middle or senior leader with a strong track record in Maths
- An outstanding classroom practitioner with consistently strong student outcomes
- A leader who can inspire, support and hold staff to high expectations
- A deep commitment to reading, literacy and curriculum excellence
- A strong focus on consistency, culture and high-quality teaching
- Someone who believes passionately in the potential of every student
- has a friendly manner and can communicate effectively with staff and pupils

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' 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 **Charli Reader** via email recruitments@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>

