



THE  
**ROBERT  
NAPIER**  
SCHOOL

# **Head of Department Health & Social Care**

**Candidate Application Pack**

A **Beyond** ACADEMY  
SCHOOLS TRUST

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## Message from Jenny Tomkins, Headteacher

A warm welcome and thank you for your interest in the role of **Head of Health & Social Care** here at The Robert Napier School, part of the Beyond Schools Trust.

Raising aspirations is at the heart of our success, as we focus on supporting the all-round personal development of our students. Our culture and ethos - **Learning Today, Beyond Tomorrow** - centres on the ethic of excellence. Strong and positive relationships throughout our community form the foundation of our success, and we are dedicated to achieving the best for our students on their exciting seven-year journey.

We pride ourselves on building trust and forming strong connections with our young people, fostering an environment where every student feels valued and supported. We have an amazing team of hardworking and dedicated staff, creating a happy school environment where we are committed to making a real difference. We take pride in celebrating our students' successes year after year, whether they progress to university, secure sought-after apprenticeships, or enter meaningful employment.

The successful applicant will be joining us at an exciting time for the school, as we embark on the next chapter of our journey. Following a period of rigorous review, significant change and improved outcomes, we are well positioned to continue our progress and development. Personally, I feel privileged to lead this vibrant and historic community school into its next phase of growth.

I strongly urge you to come and visit our wonderful school community to experience first-hand the positive relationships and inspiring atmosphere that make The Robert Napier School such a special place. Should you wish to arrange a visit or have any further enquiries, please do not hesitate to get in touch using the contact details provided in this pack.

I look forward to receiving your application.

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.

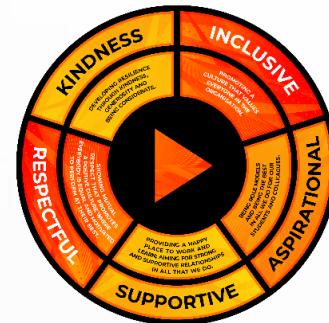
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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**



**01634 888115**



**[www.beyondschools.co.uk](http://www.beyondschools.co.uk)**



**[hello@beyondschools.co.uk](mailto:hello@beyondschools.co.uk)**



# Job Description – Head of Health & Social Care

Reporting to: Assistant/Deputy Headteacher  
Salary: Main/Upper pay scale plus TLR 2C  
Location: The Robert Napier School, Third Avenue, Gillingham

## Job Purpose

- To secure excellent progress and attainment of all students across Health & Social Care and to ensure gaps are narrowed within the curriculum areas.
- To provide professional leadership and management for Health & Social Care and to support, develop and hold team members accountable for student progress.
- To lead, manage and develop the curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students.
- To line manage post holders within the Health & Social Care team.

## Duties & Responsibilities

- Leading and developing all aspects of the Health and Social Care curriculum within the school
- Provide high quality leadership of the Health and Social Care Department
- Contribute to the leadership capacity of the Academy

## Main responsibilities (Other duties at an appropriate level and nature may also be required and will be negotiated)

### Teaching and Learning

- Teach high-quality and successful lessons to all age groups.
- To be an excellent role model for all staff in all aspects of classroom practice including lesson planning and delivery, homework, assessment and feedback.
- To lead the development of high quality learning and teaching in the department, in particular through coaching and training

### Curriculum

- To lead the team in the creation and delivery of a rigorous curriculum through long, medium and short term planning that is, challenging and personalised.
- To use research and evidence to make choices about curriculum design.
- To organise and participate in exciting and motivating trips and events that enhance cultural capital and move learning forward.

### Leadership and Management Responsibility

- To work in partnership with the SLT in the cycle of planning, implementation, review and evaluation of the Department Development Plan.
- Be responsible for developing the work of the department, raising the level of attainment and progress in Health and Social Care in accordance with Academy targets and expectations.
- Line Manage post holders within the Health and Social Care Department.
- Carry out Performance Management of departmental staff.
- Monitor the quality of Health and Social Care teaching and learning.



## Duties & Responsibilities

### Key Accountabilities:

- Ensure all students, including those with SEND make at least good progress within Physical Education and across both key stages as defined by internal and external measures.
- Use data analysis, including prior attainment, value added and benchmarking, to identify trends, evaluate achievement and attainment and plan interventions.
- Ensure variations between the progress made by different groups of students or any areas of underachievement including the variation between classes, teachers or groups of students is addressed and the achievement gap is narrowed significantly.
- Ensure attainment within the curriculum area is at least good when compared to national averages.
- Ensure all learners within the curriculum area acquire knowledge of the curriculum quickly and in depth.
- Ensure all teachers within the curriculum area develop students' literacy, communication and numeracy skills.

## Teaching, Learning & Assessment

- Meet the expectations of the professional standards for teachers at the relevant level (MPS/UPS).
- Teach high quality lessons in which students make at least good progress.
- Teach all students in Key Stages 3-5 across the curriculum as required by the timetable.
- Lead and manage all staff within the curriculum area in order that lessons within the curriculum area are consistently good or better and lead to good or outstanding student progress.
- Ensure all staff within the curriculum area promote consistently high expectations of all students and apply whole school policies.
- Develop and lead all staff within the curriculum area so that they acquire excellent and up to date subject knowledge and are able to assess students' prior knowledge, skills and understanding accurately.
- Ensure all staff within the curriculum area systematically and effectively check students' understanding throughout lessons, homework and over time.
- Ensure all staff within the curriculum area use adaptive teaching strategies effectively to provide support and intervention to meet the needs of individual learners in order that they make at least good progress relative to their starting point.
- Promote and generate high levels of enthusiasm for, participation in and commitment to learning amongst all students within the curriculum area.

## Personal Development, Behaviour and Welfare

- Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the curriculum area in terms of achievement, teaching and learning, behaviour and safety.
- Take a lead role in establishing a positive learning environment amongst all staff and students within the curriculum area in which students are able to make a positive contribution, learn and thrive in an atmosphere of dignity and respect.
- Ensure all students within the curriculum area show high levels of engagement, courtesy, collaboration and cooperation within the curriculum area.



- Ensure all students taught within the curriculum area arrive punctually to lessons and learning time is maximised.
- Support and develop staff within PE to manage student behaviour and that a systematic, consistent approach to behaviour management, in line with the The Robert Napier School Behaviour policy, is applied within all lessons.
- Ensure all staff within the curriculum area take active steps to eradicate all forms of bullying.
- Ensure all staff are aware of what constitutes an unsafe situation and that staff within PE know how to keep themselves and others safe.

### **Leadership and Management**

- Demonstrate an uncompromising and highly effective drive to improve achievement, or sustain the highest level of achievement, for all students within PE, over a sustained period of time.
- Lead by example and demonstrate passion and ambition for the school, subject and its students.
- Lead on the self-evaluation of PE and show a deep and accurate understanding of the subject's performance and of staff and students' skills and attributes (including the forensic use of national and school data).
- Produce, implement, monitor and evaluate a PE Development plan in line with the school priorities and the whole school development plan.
- Focus relentlessly on improving the quality of teaching and learning and assessment within their curriculum area and ensure that it impacts on learners.
- Provide highly positive, memorable and rich experiences for high quality learning which contributes to student achievement within the curriculum area and their spiritual, moral, social and cultural development.
- Oversee interform activities across the academic year to ensure all students participate in a wide breadth of activities.
- Employ highly successful strategies for engaging with parents and carers.
- Lead on highly effective strategies to improve achievement and progress by seeking out and modelling best practice, monitoring the quality of teaching, learning, behaviour and progress, developing staff through coaching, dialogue, mentoring and support.
- Provide regular feedback and department meetings in a way which allows for effective communication and dissemination, promotes good practice and, if necessary, addresses under performance.
- Lead on absence management.
- Use appropriate strategies to tackle student and staff underperformance and celebrate student and staff achievements.
- Lead on and engage all team members in quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which allow for greater consistency in teaching and learning.
- Work effectively and positively with the governing body, the leadership team and all other staff.
- Meet the statutory requirements for safeguarding.

### **General Responsibilities**

- As a leader and manager contribute to the overall leadership and management of the school and to be proactive in supporting an ethos that recognizes and celebrates success and promotes high expectations and aspirations.



- Contribute to the effective management of the school through the implementation of school policies, code of conduct
- Be a visible presence around the school
- Attend meetings and parents' meetings relevant to the post.
- Other duties as the Headteacher may reasonably require.

#### **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 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

## **Education/Qualifications:**

- Qualified Teacher Status.
- Educated to degree level
- Evidence of recent, relevant professional development.

## **Professional knowledge, skills and competences:**

- An ability to consistently teach high quality Health & Social Care lessons
- The ability to enthuse and inspire others and have a 'can do' attitude.
- A passion for the subject and relentless determination that every student develops and succeeds.
- A proven track record of implementing effective strategies to include and meet the needs of all students to raise achievement.
- Understanding of different social backgrounds of pupils
- Develop and understanding of developments in the National Curriculum for Health and Social Care
- The ability to lead, coach and motivate staff within a performance management / staff appraisal framework, providing professional development and effectively challenging and managing any underperformance.
- Excellent listening skills and high levels of emotional intelligence.
- Strong organisational and time-management skills and the ability to delegate appropriately.
- Resilience and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction.
- The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.
- The Ability to think and plan strategically and manage change
- Confidence and self-motivation.
- The ability to work well under pressure and to be decisive.
- The ability to be a positive role model for staff and students.
- High levels of honesty and integrity.

## **Experience:**

- Experience of delivering consistently good to outstanding lessons to students of all ages and abilities.
- Develop and understanding of developments in the National Curriculum for Health and Social Care
- Experience of teaching high quality Health & Social Care to pupils of all abilities
- A confident use of data to inform intervention in terms of teaching and learning to raise achievement.
- Experience of implementing behaviour management strategies consistently and effectively.
- Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes.
- In-depth and up to date knowledge of the curriculum area and experience of having designed, implemented and evaluated effective, imaginative and stimulating lessons and Schemes of Work.

## **Philosophy and commitment:**

- Vision aligned with The Robert Napier School of high aspirations and high expectations of self and others.
- An understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour and a commitment to relentlessly implementing these strategies.
- A commitment to the responsibility to safeguard and promote the welfare of all students.



**Personal qualities:**

- Willingness to participate actively in the wider school community.
- Willingness to deliver extracurricular activities
- Ambition and the potential for further promotion.
- Ability to form effective relationships with colleagues.

**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<sup>st</sup> September 2026

**Contract Type:** Full-time permanent

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

**Hours & days of work:** 32.5 hours per week Monday to Friday

**Salary:** Main/Upper pay scale plus TLR2C

**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 1<sup>st</sup> April 2025 are as follows:

<b>Annual Salary Rate</b>	<b>Member contribution Rate</b>
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

**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:** Friday 06 March at 09:00am

**Interview date:** To be advised

***We reserve the right to bring forward the closing date where interest and applications received are high, therefore we encourage early applications.***

To apply please complete an application form which can be found on the school's careers page [Our Vacancies - The Robert Napier School.](#)

If you wish to discuss the role, please contact **Rachel Barber** via email at [rbarber@robertnapier.org.uk](mailto:rbarber@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 Health & Social Care



<b>Salary:</b>	Main/Upper pay scale plus TLR2C
<b>Start date:</b>	1 <sup>st</sup> September 2026
<b>Hours:</b>	Full-time
<b>Location:</b>	The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX
<b>Closing date:</b>	Friday 06 March at 09:00am
<b>Interview date:</b>	To be advised

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

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

## We are looking for a dedicated and enthusiastic person who:

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

## In return, we offer you:

- an incredibly supportive group of colleagues and leaders
- comprehensive induction programme with a commitment to CPD
- Care First employee assistance programme
- non-contributory membership of Benenden private health care cover
- membership of the Teachers 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](mailto:creader@robertnapier.org.uk) via email [creader@robertnapier.org.uk](mailto:creader@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**

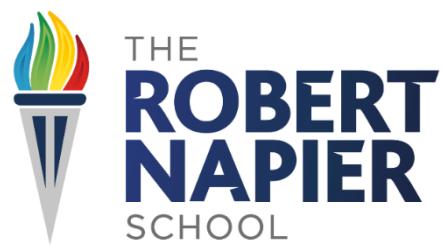
Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All post holders in a regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosing and Barring 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



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<https://w3w.co/spirit.thus.since>

