



THE
**ROBERT
NAPIER**
SCHOOL

Assistant Headteacher

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 **Assistant Headteacher** 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. We are committed to developing the whole child — academically, personally and socially — so that every young person leaves us fully prepared for life beyond school. Our ethos, *Learning Today, Beyond Tomorrow*, reflects our belief in excellence, opportunity and long-term ambition for every student.

What truly defines us, however, is our strong, happy and collective community. There is a warmth and sense of belonging here that visitors consistently comment upon. They notice the positive relationships between staff and students, the calm and purposeful atmosphere, and the genuine pride our young people have in their school. We work hard, we support one another, and we celebrate success together. That shared moral purpose is what makes our school such a special place to be.

We are proud of our dedicated and committed staff team, who bring energy, care and professionalism to their roles each day. Together, we have built a culture rooted in high expectations, trust and mutual respect — a culture where both students and staff are supported to grow and succeed.

At the same time, we recognise that there is further improvement to be secured at whole-school level. For the right candidate, this presents a genuinely exciting professional opportunity: the chance to join the Senior Leadership Team at a pivotal moment in the school's development and to contribute meaningfully to shaping strategic direction, strengthening outcomes and embedding high-quality practice across the school. This is a role for an ambitious leader who wants to make a tangible difference and have real influence.

This Assistant Headteacher post has arisen following the successful appointment of a maternity cover, which has since been made permanent — a clear demonstration of our commitment to investing in leadership capacity and recognising talent. As an ever-changing and forward-looking school, we continue to evolve in response to need, ambition and opportunity. While this role is offered on a temporary basis initially, it sits within a context of growth, development and ongoing structural change, making it an appealing opportunity for the right candidate at this point in their career.

More broadly, The Robert Napier School itself is entering an exciting new chapter. Following a period of rigorous review, strategic change and improving outcomes, the school is well placed to continue building momentum. It is both a privilege and a responsibility to lead this vibrant and historic community school into its next phase of growth, and we are seeking leaders who share our ambition, values and commitment to continuous improvement.

I strongly encourage prospective candidates to visit the school and experience first-hand the positivity, ambition and strong sense of community that make The Robert Napier School such a special place to work and learn. I would be delighted to meet and discuss the role with potential applicants. 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.

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.

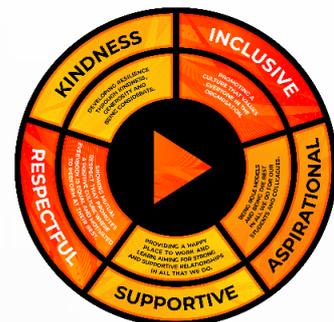
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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.beyondschoools.co.uk



hello@beyondschoools.co.uk



Job Description – Assistant Headteacher

Reporting to: Deputy Headteacher
Salary: Leadership L12-L16
Location: The Robert Napier School, Third Avenue, Gillingham

Duties & Responsibilities

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



- To oversee the work of and holding to account an assigned group of subjects, providing the appropriate advice, guidance and support as appropriate.
- Any additional responsibilities as agreed with the Head Teacher.

General Senior Leadership responsibilities

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

Personal and Professional standards

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are to:

- Support the aims and ethos of the school
- Set a good example in professional dress and appearance, punctuality and attendance
- Take responsibility for personal development and training as a consequence of the performance review cycle
- Attend team and staff meetings as appropriate, contributing actively whenever possible
- Provide a courteous, prompt and polite service to all members of the school community, including parents/carers, students, all staff, contractors and suppliers and other visitors
- Actively contribute to the school's mission statement by forming positive relationships within the school's community and working collaboratively and in good humour with other colleagues as appropriate or when directed
- Be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, health and safety and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the headteacher



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.

Teaching and Learning

This is our core business and therefore it is an absolute priority. Leaders should be able to demonstrate excellent classroom practice, providing credibility for the role they have. You will maintain a teaching allocation and be expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

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 |
|--|-----------|-----------|
| First degree | X | |
| QTS and experience of teaching at KS 3, 4 and 5 | X | |
| Evidence of further study (MA, MBA, MEd etc) | | X |
| Evidence of leadership training | | X |
| Recent participation in a range of relevant in-service training | X | |
| Knowledge Skills & Experience | | |
| Middle leadership and management experience | X | |
| Successful experience of planning for school improvement, with a clear commitment to review and monitoring, including self-evaluation strategies | X | |
| Experience of using assessment data to support school improvement | X | |
| Experience of raising standards through leading staff development | X | |
| Experience of leading and managing a whole school development regarding teaching & learning | X | |
| Experience of having led whole school initiatives | X | |
| Ability to use ICT effectively both to support children's learning and to communicate and evaluate data | X | |
| Experience of conducting staff mentoring | X | |
| A good understanding of the requirements of transition between key stages | X | |
| Understanding of effective techniques and policies for behaviour management | X | |
| Ability to contribute to strategic planning | X | |
| Knowledge of the role of Governors | X | |



| | | |
|---|----------|--|
| Ability to set, prioritise and meet challenging targets and deadlines, for students and the school, and to enable others to do this | X | |
| Ability to motivate, promote good relationships and effectively communicate with all stakeholders | X | |
| Understanding the accountability of the role | X | |
| Personal Characteristics | | |
| Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity | X | |
| Flexible and willing to undertake a range of tasks | X | |
| Good communicator | X | |
| The ability to converse at ease with children, students & parents and provide advice in accurate spoken English | X | |
| The ability to think strategically and analytically | X | |
| The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others | X | |
| The ability to support colleagues | X | |
| Strong organisational skills and ability to meet deadlines | X | |
| Personal resilience, energy and enthusiasm | X | |
| To have a sense of humour and an ability to keep things in perspective | X | |

Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people as its number one priority. The commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

This post is subject to an Enhanced DBS Disclosure, Children's Barred List and where applicable Disqualification under the Childcare Act check



Summary of Terms & Conditions

| | |
|----------------------------------|--|
| Start date: | September 2026 (or earlier) |
| Contract Type: | Full-Time, Fixed Term until August 2027 |
| 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 Scale L12-L16 (£67,898-£75,049) |
| Induction Period: | This post has a 6-month induction period. |
| Pension: | Membership of the Teacher Pension Scheme for teaching staff |
| Notice period: | As per Conditions of Service for School Teachers – Burgundy Book |
| Car insurance: | Trust employees who use their private vehicles in the course of their duties must be covered with their insurers to cover business liability |



Benefits

Care First: Access to **Care First** Employee Assistance Programme. Care First provides independent and professional employee support services from qualified counsellors and information specialists designed to help you with a wide range of work, family and personal issues.

Benenden Healthcare: Non- contributory membership of Benenden Healthcare Scheme. which includes immediate family access to 24/7 GP service.

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

The Professional Growth Model promotes:

- Continuous learning
- Regular feedback,
- Collaborative development

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

Key benefits for staff include:

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

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

Continuing Professional Development:

A comprehensive induction programme for all staff with a commitment to continuing professional opportunities across the Trust.

We invest in our staff by encouraging continuing professional development and enabling opportunities for career progression. An example is that staff have access to collaborative coaching across the Trust. Feedback from staff (May 2023) includes the following:

“It has been brilliant to speak to people who are in a similar position and have similar expectations in regards to the whole educational environment”

“The time to speak to our colleagues across the Trust and to go on this journey together has been welcomed”.



"I have learned so much during these workshops and I am extremely grateful for them"

"Learning the skills to become an effective leader for when I become a middle leader"

"I feel more confident in my people skills and how I motivate and converse with my team in order to achieve our shared goals".

Staff Wellbeing:

Whole Trust approach to well-being.

Pension Scheme:

All teachers will automatically be enrolled into the **Teachers' Pension Scheme**. Contribution bandings are based on actual salary. Contribution rates from 1st April 2025 are as follows:

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

Other Benefits:

Two-week, half-term break in October

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: 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 **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.



Assistant Headteacher - Advert



| | |
|------------------------|--|
| Salary: | Leadership Scale L12-L16 £67,898-£75,049 |
| Start date: | September 2026 (or earlier) |
| Hours: | Full-Time, Fixed Term until August 2027 |
| Location: | The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX |
| Closing date: | Monday 20 th April 2026 at 9am |
| Interview date: | To be advised |

We are looking to appoint an ambitious and highly effective leader to join the Senior Leadership Team, working under the direction of the Headteacher and Deputy Headteacher to lead and embed exceptional standards of behaviour for learning and accountability across the school.

The Assistant Headteacher will support the Headteacher/Deputy Headteacher with:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

The specific role and responsibilities of the AHT will be discussed and decided upon to support the skills and attributes of the successful candidate.

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](#) 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>

