



School Improvement Advisor

Candidate Application Pack

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Welcome from our Chief Executive Officer

Thank you for your interest in the role of **School Improvement Advisor** working with the Trust's Central Team.

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 Southeast of England.

We employ over 950 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.

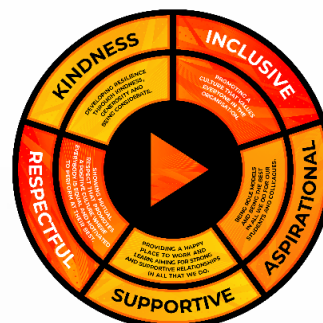
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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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Our Schools



School Improvement Advisor – Primary

Reporting to: Director of School Improvement

Salary: Leadership L10 - L16 (£64,691- £75,049)

Location: 60% Trust based with travel to Trust schools / 40% Intervention focused in Trust Primary Schools

Job Purpose:

To work as part of the Trust Improvement Team to accelerate improvement across Beyond Schools Trust's schools with specific focus on Primary schools, ensuring that every child receives a high-quality education and achieves strong outcomes regardless of background or starting point.

Reporting to the Director of School Improvement, the postholder will work collaboratively with Trust Improvement Team colleagues, Headteachers, senior leaders and subject leaders to strengthen curriculum implementation, teaching, assessment, leadership and pupil achievement.

The postholder will play a key role in delivering the Trust's strategic priorities, including implementation of the Trust Pedagogical Structure, our Achievement Framework and our [LEAD](#) DNA, helping schools translate strong teaching, curriculum and leadership into improved pupil outcomes.

The role combines support, coaching, collaboration and professional challenge. Working alongside colleagues within the Trust Improvement Team, the successful candidate will help identify areas for development, build leadership capacity and secure sustainable improvement across the Trust's primary schools.

Areas of Responsibility:

Strategic Leadership and School Improvement

- Contribute to the delivery of the Trust Improvement Plan and wider educational priorities.
- Work as part of the Trust Improvement Team to deliver a coherent programme of school improvement across primary schools.
- Support Headteachers and senior leaders to identify priorities, address areas of underperformance and implement sustainable improvement strategies.
- Contribute to the design, implementation and evaluation of Trust-wide school improvement initiatives.
- Identify, capture and disseminate the most effective practice across the Trust.
- Build leadership capacity and improve the long-term effectiveness of schools.
- Provide professional support and challenge to school leaders in order to secure improved outcomes for pupils.
- Ensure Trust priorities, systems and expectations are implemented consistently across all primary schools.
- Contribute specialist primary expertise to complement the wider pedagogical, leadership and quality assurance expertise within the Trust Improvement Team.

Curriculum Leadership and Excellence

- Lead work to strengthen curriculum alignment across Trust primary schools whilst retaining appropriate flexibility for individual school contexts.
- Reduce unnecessary duplication in curriculum planning, resource development and assessment design by developing collaborative approaches across schools.
- Support leaders in designing, sequencing and implementing ambitious curricula that enable pupils to know more, remember more and do more.
- Support schools in improving curriculum implementation and evaluating curriculum impact.
- Ensure curriculum developments support the achievement of disadvantaged pupils and those facing barriers to success.
- Support subject leaders in developing deep expertise in curriculum design, implementation and evaluation.
- Identify, develop and scale effective curriculum practice from high-performing schools across the Trust.
- Contribute to curriculum implementation reviews and provide clear recommendations for improvement.

Teaching, Learning and Professional Development

- Champion evidence-informed teaching pedagogy across the Trust primary schools.
- Support the implementation of high-leverage instructional practices and evidence-based pedagogical approaches.
- Work collaboratively with Trust Improvement Team colleagues to develop and deliver professional development programmes.
- Design and facilitate professional development that leads to measurable improvements in classroom practice and pupil outcomes.
- Deliver gallery lessons, demonstration lessons and model teaching to exemplify highly effective practice.
- Coach teachers, middle leaders and senior leaders through evidence-informed instructional coaching approaches.
- Develop and support expert practitioners and future leaders across the Trust.
- Support schools in embedding consistent approaches to teaching, assessment and curriculum implementation.
- Contribute primary expertise to Trust-wide teaching and learning resources, frameworks and professional learning programmes.

Achievement, Assessment and Outcomes

- Lead and contribute to achievement reviews across Trust primary schools.
- Analyse attainment, progress and wider achievement information to identify strengths, risks and priorities for improvement.
- Support school leaders in developing effective strategies to improve pupil outcomes, particularly where performance is below Trust expectations.
- Monitor and evaluate the impact of interventions and improvement strategies.
- Use the Trust Achievement Framework to evaluate whether pupils know more, remember more and can do more.
- Evaluate evidence from assessment, retention and recall activities, pupil work, pupil voice, lesson visits and vulnerable learner outcomes to determine the effectiveness of provision.
- Support schools to improve assessment accuracy and ensure that achievement evidence provides confidence in future outcomes.
- Produce evaluation reports and recommendations that support school improvement planning and accountability.

- Hold purposeful and professional discussions with leaders where improvement is not occurring at the required pace.

Leadership Development

- Support implementation of the Trust's LEAD DNA framework across Trust primary schools.
- Develop leadership capacity through coaching, mentoring and professional development.
- Support subject leaders, phase leaders and senior leaders to become more effective improvement leaders.
- Foster a culture of high expectations, accountability, collaboration and continuous improvement.
- Develop leaders' ability to evaluate impact, use evidence effectively and lead sustainable change.
- Contribute to leadership succession planning and talent development across the Trust.

Quality Assurance

- Contribute to the design and implementation of Trust quality assurance processes.
- Undertake reviews of curriculum, teaching, achievement and leadership.
- Produce high-quality evaluation reports with clear recommendations and next steps.
- Monitor the effectiveness of improvement activity and evaluate impact over time.
- Support Trust reviews, inspections and external evaluations as required.
- Ensure quality assurance activity remains proportionate, evidence-based and focused on improving outcomes.

School-Based Practice

- Maintain credibility as an expert practitioner through active engagement with classroom practice.
- Deliver demonstration teaching, curriculum modelling and coaching where required.
- Support schools requiring targeted intervention through practical, hands-on school improvement work.
- Remain informed about national developments, educational research and evidence-informed practice.
- Represent the Trust professionally within local, regional and national networks.

Safeguarding and Pupil Welfare

- Promote safeguarding and the welfare of children and young people at all times.
- Follow Trust safeguarding procedures and report concerns immediately in line with statutory requirements.
- Support schools in promoting positive behaviour, attendance, inclusion and pupil wellbeing where these contribute to school improvement priorities.

Other Specific Duties

- Engage fully in the Trust appraisal and performance development process.
- Participate in professional learning and continuous professional development.
- Comply with all Trust policies, procedures and statutory requirements.
- Maintain confidentiality and comply with data protection legislation.
- Comply with Health and Safety requirements.
- Undertake other duties commensurate with the seniority of the post as reasonably directed by the Director of School Improvement, Deputy CEO or CEO.

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".

As a member of the Trust, your role will be based at the Trust Head Office. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

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. Although this role is not a direct teaching role, you are 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
Education, Qualifications & Training		
Qualified Teacher Status (QTS)	✓	
Degree or equivalent qualification	✓	
Evidence of sustained professional and leadership development	✓	
Recent participation in relevant professional development and educational research	✓	
NPQSL, NPQH or equivalent leadership qualification	✓	
NPQEL or equivalent executive leadership qualification		✓
Maths Mastery Specialist accreditation		✓
Experience working with a DfE Maths Hub or English Hub		✓
Knowledge, Skills & Experience		
Successful experience as a senior leader within primary education	✓	
Proven track record of improving pupil outcomes	✓	
Experience of leading the development, sequencing and implementation of foundational knowledge within the primary curriculum to ensure pupils build secure knowledge and understanding over time	✓	
Experience of leading teaching, learning and curriculum improvement	✓	
Experience of leading whole-school improvement initiatives	✓	
Experience of analysing attainment, progress and assessment data to drive improvement	✓	
Experience of monitoring and evaluating the quality of education	✓	
Experience of coaching and developing teachers, middle leaders and senior leaders through instructional coaching and evidence-informed professional development.	✓	
Experience of designing and delivering high-quality professional development	✓	
Experience of curriculum design, sequencing and implementation	✓	
Experience of delivering demonstration lessons, gallery lessons or modelling best practice	✓	
Exceptional classroom practitioner with a proven track record of impact	✓	
Experience of working across multiple schools or within a Multi-Academy Trust, including Trust-wide school improvement activity		✓
Experience of leading curriculum alignment, implementation and consistency across schools.	✓	
Experience of Trust-wide or system-wide improvement work		✓
Strong understanding of high-leverage instructional practices and evidence-informed pedagogy	✓	

Strong understanding of curriculum implementation and assessment	✓	
Strong understanding of improving outcomes for disadvantaged and vulnerable pupils	✓	
Experience of implementing or leading mastery approaches in mathematics		✓
Ability to identify underperformance and provide professional challenge to leaders	✓	
Ability to hold courageous conversations whilst maintaining positive relationships	✓	
Ability to work effectively with a broad range of stakeholders	✓	
Ability to contribute effectively as part of a Trust Improvement Team	✓	
Personal and Professional Skills		
Excellent communication, presentation and interpersonal skills with the ability to influence Headteachers and senior leaders	✓	
Excellent coaching, mentoring and facilitation skills	✓	
Strong organisational skills and ability to manage competing priorities	✓	
Highly analytical with the ability to evaluate evidence and identify key actions drawing on attainment, assessment and wider school improvement evidence	✓	
Strong data literacy and ability to translate analysis into school improvement strategies	✓	
High levels of professional credibility with Headteachers and senior leaders	✓	
Ability to work under pressure and meet deadlines	✓	
Energy, resilience, determination and personal accountability	✓	
Ability to build strong collaborative relationships across schools and contribute effectively to collective and collaborative Trust improvement activity	✓	
Ability to lead, influence and inspire others	✓	
Commitment to inclusion, equity and excellence for every pupil	✓	
Commitment to the Trust's values, LEAD DNA and culture of continuous improvement	✓	

Beyond Schools Trust is committed to safeguarding and protecting 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: January 2027

Contract Type: Full-Time, Permanent

Place of Work: 60% Trust based with travel to Trust schools / 40% Intervention focused in Trust Primary Schools

Hours & days of work: Leadership role, therefore not subject to directed time

Salary: Leadership Pay Scale L10-L16 (£64,691- £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 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

Employee Referral Scheme:

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

Family Friendly Policies:

The Trust offers generous family friendly policies including maternity, paternity, shared parental leave and adoption.

Cycle Scheme:

The Trust is a member of the Cycle to Work Scheme.

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 05 October 2026 at 9:00am

Interview date: Friday 09 October 2026

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.

To apply please complete an application form which can be found on The Trust's careers page [Our Vacancies | Beyond Schools Trust](#)

If you wish to discuss the role, please contact **Nicky Archer** via email at narcher@beyondschools.co.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 the impact you have made in your current/previous positions in regard to a subject area/s.
- 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 restricted 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 of 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 Disclosure 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.

School Improvement Advisor – Primary



Salary: Leadership Pay Scale L10-L16 (£64,691- £75,049)
Start date: January 2027
Hours: Full-Time, Permanent
Location: Trust role with travel to Head Office and Trust Primary Schools
Closing date: Monday 05 October 2026 at 09:00am
Interview date: Friday 09 October 2026

At Beyond Schools Trust, we believe education should open doors to lives full of choice, opportunity and possibility. We are looking for an exceptional primary leader who shares that belief and is driven to improve outcomes for every child. In this role, you will work beyond the boundaries of a single school, supporting leaders, strengthening curriculum and teaching, and helping our schools to learn from one another. Together, we are building something bigger than any one school, ensuring every child can achieve more than they thought possible.

In return we offer:-

- A supportive induction programme
- A happy and caring community
- A great team culture
- Leadership coaching
- A healthy work-life balance and a committed leadership team
- Optima Health employee assistance programme
- Non-contributory membership of Benenden Private Health Care Cover
- Membership of the Teachers' Pension Scheme
- Cycle to Work Scheme

For further details on this role and to apply please visit The Trust's careers page [Our Vacancies | Beyond Schools Trust](#)

Visits to the Trust are strongly encouraged. To arrange a visit, please contact **Paula Mallion** via email pmallion@beyondschools.co.uk. If you wish to discuss the role in confidence, please contact **Nicky Archer** via email at narcher@beyondschools.co.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

Beyond Schools Trust
Fort Pitt Grammar School
Fort Pitt Hill
Chatham
Kent
ME4 6TJ

Tel: 01634 888115

www.beyondschoools.co.uk

What three words - <https://w3w.co/maps.onion.cowboy>

