



**Saint George's**  
Church of England School

**WORKING AT SAINT GEORGE'S C OF E SCHOOL**

# Join our Team



**For Appointment of:  
Raising Standards Leader**



Diocese of  
**Rochester**



PROUD TO BE  
**Aletheia**  
Academies Trust





# Saint George's Church of England All Through School



We consider our school to be highly inclusive, welcoming students of all backgrounds and beliefs, unified by our commitment to their well-being and sense of achievement.

Saint George's has developed a reputation as a high achieving school providing excellent outcomes for all students academically and in terms of their personal growth. We have exceptionally high expectations of how our students behave, speak, and present themselves. This is underpinned by our Christian values, our worship and school ethos. Everyone who wishes to learn is welcome.

Our motto '**All Different, All Equal, All Flourishing**' emphasises our Christian belief that the God-given talents of all students should be encouraged and developed, recognising, and valuing their unique worth.

We have had a long-held belief in the potential of an all-through school to further enhance the educational provision on our site. We are delighted that this vision has now become a reality for Saint George's. A shared philosophy ensures that there is greater consistency around expectations, ethos and pedagogy which eliminates any unsettling transition between the primary and secondary phases. We facilitate teachers working together in the primary and secondary phases which raises aspirations still further and ensures that children are not able to fall through the gaps. Our primary pupils benefit from having specialist subject staff available and economies of scale allow greater spending on teaching and learning and the sharing of specialist and enhanced facilities for all pupils.

At Saint George's, we strive for all students to have learnt new skills, to have developed their talents and with this, a love of learning; making them confident, articulate, sensitive and caring citizens for the future.



## CEO's Welcome Stephen Carey

**Thank you for your interest in the role at Saint George's C of E All Through School.** I hope that the information within gives you an insight into our school, Aletheia Academies Trust and the unique opportunity this position offers.

Aletheia Academies Trust's vision is rooted in a determination to **improve the life chances of local children**. Aletheia has grown with devotion to a principle of geographical proximity; knowing, caring for, and understanding the areas we operate in are important to us. Since our inception, the Trust has adopted an operational model based upon the notion of a family of schools; understanding that like any family member, each school, and each community that it serves, is unique. Schools are encouraged to celebrate and explore this dimension. The role of the Trust is to act in a parental capacity; to ensure that each school is well-supported and individual strengths are shared to improve the outcomes of all; to provide wider experiences to Trust pupils beyond the capabilities of any individual school; to develop and share staff expertise; to provide expert leadership and governance.

Saint George's was one of the founding schools within Aletheia Academies Trust and continues to play a significant part in the development of the organisation. As the only current open provision with a secondary phase, the school has a pivotal role in the co-construction of an all-age learning journey for pupils. The school has excellent staff retention rates and is deservedly proud of the palpable sense of community that stakeholders and visitors encounter and regularly comment upon. The school provides an exemplary model of the highly ethical and inclusive Trust vision and values.

It is these values and principles that make me feel so proud and privileged to serve as the CEO of the Aletheia Academies Trust.

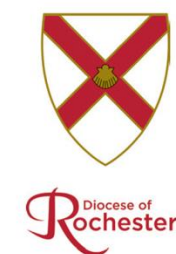
**I look forward to receiving your application.**



**All Different • All Equal • All Flourishing**

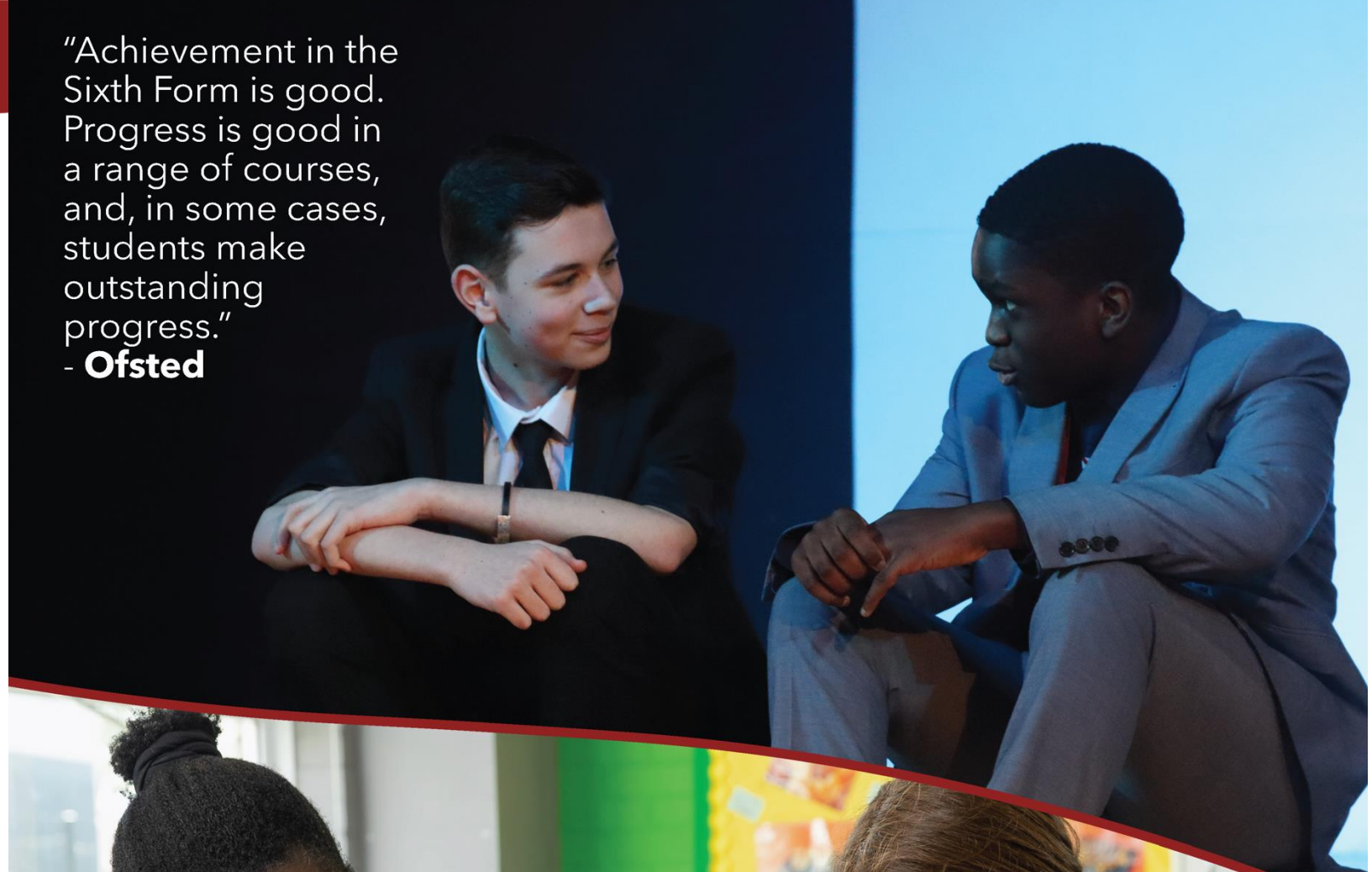
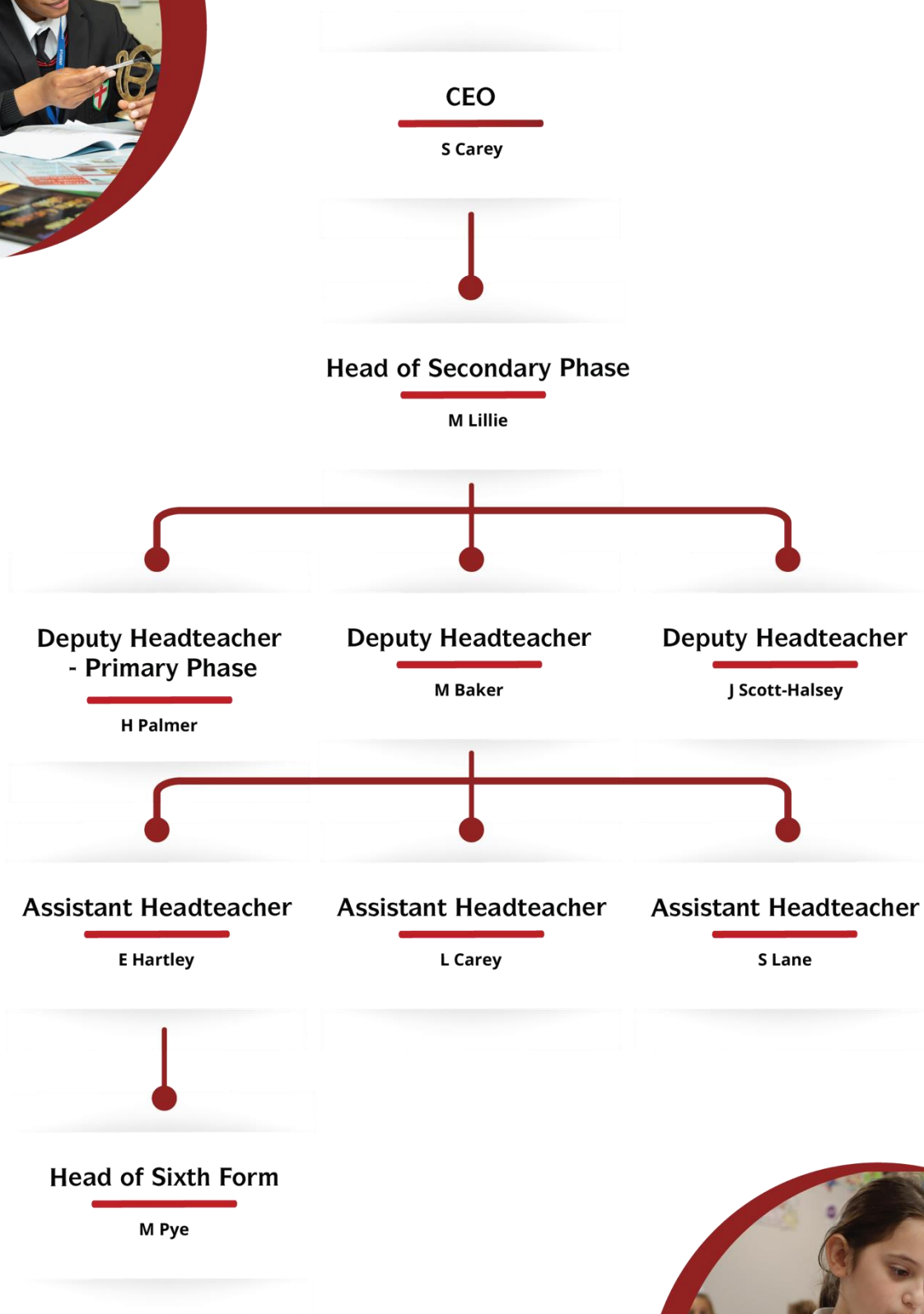


**Visitors most often comment upon the profound sense of community within the school.**





# School Structure



"Achievement in the Sixth Form is good. Progress is good in a range of courses, and, in some cases, students make outstanding progress."  
- **Ofsted**



"The development of students' literacy and numeracy skills is strong across the curriculum." - **Ofsted**



# Job Description

Job Title	Raising Standards Leader
Location	Gravesend, Kent
Duration	Permanent
Work Hours	Full time/Part-time
Reporting to	Deputy Headteacher
Salary	MPS/UPS + TLR
Pension	Teachers' Pensions



# Key Responsibilities



- Support the quality assurance of teaching to ensure teachers choose well researched strategies that lead to students knowing, doing and remembering more key knowledge and skills.
- Ensure student progress across year 8 and 9 is rigorously tracked.
- Promote where appropriate new pedagogies and technologies.
- Ensure the spread of good practice.
- Develop strong relationships with parents of key students as appropriate, both to involve them in their child's learning, and to organise interventions.
- Making a significant contribution to the development of curriculum provision as part of the extended leadership team.
- Support the Curriculum and Middle Leaders in raising levels of achievement in order that the school meets the floor target of relevant performance measures.

## About the role

To lead, develop and promote excellence in raising standards of progress and achievement across year 8 & 9. Expectation to teach the subject you are qualified in.

### Shaping the future

- Develop and communicate a clear strategic vision for raising standards across year 8 and 9.
- Manage the implementation of the vision.
- Ensure positive learning experiences for students across a across year 8 and 9.
- Keep abreast of new developments and communicate these to others.
- Oversight of the achievement and progress of all students in years 8 and 9.
- Monitoring and tracking the progress of students against their national benchmarks.
- Analysis of available data to identify key underperforming students, subjects, vulnerable groups and lead the Intervention Programme for years 8 and 9.
- Promote the use of PiXL strategies and resources across the staff body.

### Teaching and Learning

- Provide quality assurance by monitoring the progress of students across year 8 and 9, and implement intervention strategies where appropriate with a specific focus on raising achievement and surpassing key performance measures.
- Promote, monitor and evaluate strategies used to raise standards of progress, attainment and aspirations of students across the key stage.

### Managing & leading teams

- Set high expectations of achievement with students and their teachers.
- Challenge and support colleagues to have high expectations of **all** pupils which guard against pre-conception or bias.
- Ensure teamwork to maximise opportunities for raising standards.
- Liaise with Curriculum Leaders about the learning and progress of students across year 8 and 9.

### Managing policy & planning

- Identify and communicate key marginal students to all staff.
- Support the Leadership Team and Governing Body in meeting the responsibility to account for the performance of students across year 8 and 9.
- Analyse results and other data and plan for improvement.

# Person Specification



## Qualifications and Experience

Qualified teacher status. Degree.  
Evidence of continuous professional development  
Proven ability as an excellent classroom Teacher

E D

X  
X

## Skills and Knowledge

Principles and practices of effective teaching and learning  
Preparation of schemes of work and lessons  
Knowledge and understanding of subject area(s)  
Principles and practices of monitoring/assessment/evaluation  
The application of information and communications technology (ICT) to learning and teaching in subject area(s)

X  
X  
X  
X  
X

## Personal Qualities

The ability to command respect from others  
Ability to initiate and manage change  
Ability to build and sustain effective working relationships with a range of stakeholders and external partners  
Ability to demonstrate enthusiasm and sensitivity while working with others  
Ability to make considered decisions  
Be creative, flexible and innovative  
Promote a well reasoned educational philosophy in relation to the school ethos  
Be encouraging and supportive in the development of others  
Be emotionally self-aware  
Have high personal aspirations and inspire the same in all members of the school community  
Demonstrate a high level of integrity, honesty and fairness  
Readiness to reflect on, evaluate and improve practice and to hold self and others to account  
Humour, warmth and energy

All Essential Criteria

E = Essential

D = Desirable

# How to Apply



If you are interested in this position and would like to have a more detailed conversation or arrange a visit to the school before making the decision to apply for the post, please contact:

[HR@aletheiastrust.org.uk](mailto:HR@aletheiastrust.org.uk)  
**01474 533 082.**

To apply for this role, please complete our [Online Application Form.](#)



Aletheia Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and governors to share this commitment. All successful candidates will be subject to an enhanced DBS check along with other relevant employment checks, including overseas criminal background checks where applicable. Our policy statement on the recruitment of ex-offenders can be found on our website. All new employees, volunteers and governors will be required to undertake safeguarding training on induction which will be regularly updated in line with statutory guidance.

**Please click here to view: [Our Trust policies](#) or [Our recruitment of Ex-Offenders policy](#).**





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**Aletheia**  
Academies Trust

# Contact Us

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