



THE  
**ROBERT  
NAPIER**  
SCHOOL

**Additional Education Need  
Support Officer  
Candidate Application Pack**

A **Beyond** ACADEMY  
SCHOOLS TRUST

## Contents

## Page

Message from the Headteacher	3
About the School	4
Welcome from our Chief Executive Officer	5
About the Beyond Schools Trust	6
Job Description	7-10
Person Specification	11-12
Terms & Conditions	13
Benefits	14-15
The Recruitment Process	16-17
Living & working in Medway	18
Advert	19-20
Our location	21



## Message from Jenny Tomkins, Headteacher

A warm welcome and thank you for your interest in the role of **Additional Educational Needs Support Officer** here at The Robert Napier School, part of the Beyond Schools Trust.

We are looking for a passionate, inspirational, proactive, and organised member of staff to join our mixed non-selective secondary school, which features a specialist provision for students with vision impairment.

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—*Learn, Believe, Achieve*—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 and significant change, 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



Built upon the school motto of Learn, Believe, Achieve, we look to engender the school values of Kindness, Respectful, Courageous, Resilient, Responsible and Fairness in all our student behaviours, ensuring they are ready to contribute to their community beyond our doors. All staff are central to ensuring students have the right attitude towards their own learning and success, taking advantage of all the 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.

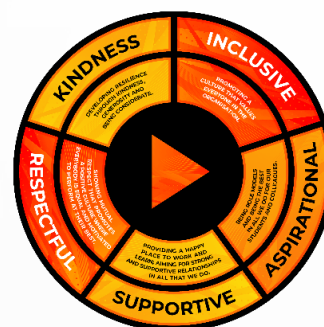
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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](http://www.beyondschoools.co.uk)



[hello@beyondschoools.co.uk](mailto:hello@beyondschoools.co.uk)





## Job Description – Additional Education Needs Support Officer

Reporting to: SENCO  
Salary: Trust Scale 12-25  
Location: The Robert Napier School, Third Avenue, Gillingham

### Job Purpose

To work closely with the SENCo, SEND and Pastoral Teams as well as external agencies and traded services to ensure that students with Additional Educational Needs and groups of students requiring additional support receive the highest possible standards of care and education with a student-centred approach so that they are ready and successful for life beyond secondary school.

### Duties & Responsibilities

The responsibilities of the Additional Educational Needs Support Officer include, but are not limited to, the following:

#### Supervision and Coordination

- To guide and supervise the work of Learning Support Assistants (LSA's) to ensure the effective delivery of targeted and bespoke interventions.
- To support with the day to day running of the SEND office.
- To support with the timetabling process for LSA support with a strategic approach and for maximum impact, and to arrange for daily cover as necessary.

#### Intervention Planning and Delivery

- To liaise with external agencies and traded services to secure the most appropriate and impactful services for our students.
- To coordinate the delivery of interventions and organise appropriate training to upskill support staff to support their implementation.
- To ensure all interventions are recorded in Arbor and are monitored for progress and effectiveness, and data are used to inform adjustments as necessary.

#### Student Support

- To work collaboratively with the SENCo team to create a bespoke learning environment and curriculum for specific vulnerable students.
- To create and regularly update SEND profiles for the students in the SEND register in collaboration with the SEND team and key teachers.
- To offer support and guidance for methods of adaptive teaching and scaffolding techniques to ensure quality first teaching.
- To provide support for students, the teacher, and the school to raise standards of achievement for all students, encouraging them to become independent learners while ensuring their safety and welfare.
- To promote the inclusion and acceptance of all students within the classroom and support their inclusion in all aspects of school life.



### Collaboration and Communication

- To ensure positive and effective relationships are made and upheld with parents/carers, communicating home when appropriate.
- To schedule and host meetings with support staff and the SENCo to discuss interventions and student progress.
- To attend Team Around the Child (TAC) meetings as appropriate to discuss referrals and appropriate interventions with Pastoral and Safeguarding Teams.
- To support with Annual Reviews and the tracking of EHCP funding.
- To liaise with the SENCo team to ensure consistent communication with families regarding student progress and support.

### Partnership and Development

- To work collaboratively with the SEND Champions, and Teaching and Learning Team to ensure targeted students receive appropriate support to enhance their skills across all subjects.
- To liaise with external agencies to ensure SEND students have access to additional resources and support.
- To develop specialist knowledge and skills in key areas and use them effectively to promote learning so that students achieve as much as they can.

### Monitoring and Reporting

- To coordinate and collate observations of students to track development and address areas of concern.
- To observe, record, and support the development and progress of students to identify individual needs and difficulties, providing feedback to students regarding their progress and achievement.
- To provide objective and accurate feedback and reports on student interventions, their impact on student achievement, progress, and personal development.
- To update student profiles in Arbor with provision offered and reports from external agencies and traded services.
- To provide SEND student provision reports for any Governor Disciplinary Committee (GDC) and to represent SEN at these meetings, or any other professional meeting as required so that an accurate picture of in-school support and impact can be presented.

### Curriculum Support

- To support children with an EHCP, SEND, EAL in areas of the curriculum, individually or in groups as per need, under the guidance of SENCO and Deputy SENCo.
- To ensure EAL students receive suitable and appropriate support and are regularly assessed using the DfE coding.
- To co-ordinate and manage the Speech & Language provision for students who have been referred for this traded service and work collaboratively with the Speech & Language Therapist to upskill staff to effectively support students in the classrooms.
- To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the teacher/tutor.
- To help students access learning activities through specialist support, promoting independent learning.





### Collaboration with Stakeholders

- To meet regularly with the SENCo team to discuss students' progress and the Plan/Do/Review cycle to then inform and update the SEND Student Profiles and the follow up interventions.
- To liaise with parents as necessary and attend formal meetings to discuss students' progress with parents and other professionals.
- To contribute to the whole school ethos, environment, and organisation both practically and as a positive role model for students and colleagues.

### Additional Responsibilities

Such other duties commensurate with the level of the post as may be required from time to time.

### Staff Development

- To participate in appropriate and targeted In-Service Training and attend meetings where possible.
- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address appraisal targets set by the line manager each Autumn Term.

### Other Specific Duties

- To undertake any other duty as requested by the Head Teacher 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, students, 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
Qualifications	<ul style="list-style-type: none"> <li>▪ GCSEs (or equivalent) in English and Mathematics at grade C or above.</li> <li>▪ Relevant qualification in SEND, education, or child development (e.g., Level 3 Certificate in Supporting Teaching and Learning, HLTA qualification, or equivalent experience).</li> <li>▪ Evidence of ongoing professional development related to SEND.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A degree in Education, Special Educational Needs, or a related field.</li> <li>▪ Further training or accreditation in specific SEND interventions or leadership.</li> <li>▪ First Aid qualification.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>▪ Experience working with children with SEND in an educational setting.</li> <li>▪ Experience in planning and delivering targeted interventions for SEND and/or EAL students.</li> <li>▪ Experience supervising and coordinating the work of support staff.</li> <li>▪ Experience in tracking and monitoring student progress using data.</li> <li>▪ Experience in reporting of targeted provision and its impact on students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience in a leadership or coordinator role within SEND.</li> <li>▪ Experience working with external agencies to support SEND students.</li> <li>▪ Experience supporting students with Education, Health, and Care Plans (EHCPs) and how funding is allocated and can be used.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>▪ A strong understanding of SEND practices, principles, and legislation, including the SEND Code of Practice.</li> <li>▪ Knowledge of a range of SEND interventions and strategies to support student progress.</li> <li>▪ An understanding of safeguarding procedures and commitment to promoting student welfare.</li> <li>▪ A good understanding of the most common SEND and additional needs and how these can impact the learning in the classroom.</li> <li>▪ A good understanding of Access Arrangements used in school for assessments and exams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strong knowledge of Speech &amp; Language needs and how they can impact on cognitive development and progress.</li> <li>▪ Knowledge of the Department of Education coding for EAL students, how proficiency in English can be assessed and which strategies and support is needed to support EAL learners.</li> <li>▪ Knowledge of ICT software used to support SEND students and track progress.</li> </ul>



Skills & Abilities	<ul style="list-style-type: none"> <li>▪ Demonstrate excellent organisational and leadership skills.</li> <li>▪ Ability to work collaboratively with staff, students, and families.</li> <li>▪ Strong communication skills, both verbal and written, with the ability to provide clear reports and feedback.</li> <li>▪ Ability to adapt to changing priorities and work proactively.</li> <li>▪ Show commitment to the welfare and success of all students, fostering an inclusive learning environment.</li> <li>▪ Ability to maintain accurate records and use data to inform decision-making.</li> <li>▪ Competence in using ICT for communication, data management, and intervention planning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to deliver training and CPD for support staff.</li> <li>▪ Ability to develop and implement effective timetabling and resource allocation.</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>▪ A patient, empathetic, and understanding approach to working with students with SEND and additional needs.</li> <li>▪ A high level of resilience and self motivation.</li> <li>▪ A commitment to professional development and willingness to engage in training.</li> <li>▪ A positive and proactive attitude towards problem-solving.</li> <li>▪ A high level of professionalism and the ability to maintain confidentiality.</li> <li>▪ Commitment to equality, diversity, and inclusion.</li> </ul>	

**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

<b>Start date:</b>	September 2025
<b>Contract Type:</b>	Full-time permanent
<b>Place of Work:</b>	The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX
<b>Hours &amp; days of work:</b>	37 hours per week, Mon-Friday, term-time only plus 2 weeks. Monday-Thursday 08:00-16:00 and Friday 08:00-15:30. Includes a 30-minute unpaid lunch break.
<b>Salary:</b>	Trust salary scale, point 12-25 £27,711 - £35,235 Full time salary Actual salary between £24,554 - £31,220
<b>Holiday:</b>	Entitlement of <b>27</b> days annual leave rising to <b>31</b> days after five years of service – this, together with bank holidays is included in your annual salary as no entitlement to take holiday on a term time only contract.
<b>Induction Period:</b>	This post has a 6-month induction period.
<b>Pension:</b>	Membership of the Local Government Pension for support staff.
<b>Notice period:</b>	One month to be worked during term-time
<b>Car insurance:</b>	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.

## 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:**

Support staff with a contract of more than 3 months will be automatically enrolled in the **Local Government Pension**. Contribution bandings are based on actual salary. Contribution rates from 1<sup>st</sup> April 2025 are as follows:

Annual Salary Rate	Member contribution Rate
Up to £17,800	5.5%
£17,801 to £28,000	5.8%
£28,001 to £45,600	6.5%
£45,601 to £57,700	6.8%
£57,701 to £81,000	8.5%
£81,001 to £114,800	9.9%
£114,801 to £135,300	10.5%
£135,301 to £203,000	11.4%
£203,001 and above	12.5%

**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 annual subscription to Headspace



# The Recruitment Process

**Closing date:** Wednesday 30<sup>th</sup> April 2025 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 **Raffaella Rosina** via email at [rrosina@robertnapier.org.uk](mailto:rrosina@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.



## Additional Education Needs Support Officer



<b>Salary:</b>	Trust scale 12-25 £27,711-£35,235 Actual salary £24,554 - £31,220
<b>Start date:</b>	September 2025
<b>Hours:</b>	37 hours per week term-time plus 2 weeks
<b>Location:</b>	The Robert Napier School, Third Avenue, Gillingham, Kent ME7 2LX
<b>Closing date:</b>	Wednesday 30 <sup>th</sup> April 2025 at 9am
<b>Interview date:</b>	To be advised

We are looking for a passionate, inspirational, proactive, and organised member of staff to join our mixed non-selective secondary school, which features a specialist provision for students with vision impairment.

This is a key role and will involve working closely with the SENCo, SEND and Pastoral Teams as well as external agencies and traded services to ensure that students with Special Educational Needs and groups of students requiring additional support receive the highest possible standards of care and education with a student-centred approach so that they are ready and successful for life beyond secondary school.

The successful candidate will be committed to support the SENCo with providing equal opportunities for all students with SEND and additional needs, removing obstacles to their progress and wellbeing, ensuring each child gets the support they need to achieve their full potential.

This is a key position and involves working closely with staff, students and their families, supporting students in school and working with external agencies.

The successful candidate will be passionate about improving the outcomes for students and will have:

- A good understanding of secondary special educational needs and additional needs which affect our students' cognitive processing and wellbeing.
- Knowledge and understanding of the barriers faced by students with SEND and additional needs.
- Excellent interpersonal, communication and planning skills.
- Excellent organisational and ICT skills.
- Passionate and committed to inclusion, diversity, and equality.

### 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 Local Government 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 [Raffaella Rosina](#) via email [rosina@robertnapier.org.uk](mailto:rosina@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](mailto:trns@robertnapier.org.uk)

[www.robertnapier.org.uk](http://www.robertnapier.org.uk)

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

