



**PHOENIX**  
PRIMARY SCHOOL

**Assistant Head Teacher/  
KS2 Teacher**

**Candidate Application Pack**

A **Beyond** ACADEMY  
SCHOOLS TRUST

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## Message from Mel Ireland-Hubbert, Headteacher

As Headteacher here at Phoenix Primary School, I would like to extend to you the warmest of welcomes and thank you for your interest you have shown in the role of **Assistant Headteacher/KS2 teacher** here at Phoenix Primary School.

Phoenix Primary School is a large, vibrant, and friendly school. We are a proud accredited enhanced VbE, Centre of Excellence and Character Education setting. With VbE at the heart of our curriculum we are developing ethical vocabulary and ethical intelligence, which could be argued is the most important intelligence for the sustainability of our world, enabling Phoenix children to be educated citizens, helping to engender an appreciation of human creativity and achievement.

Step into Phoenix Primary School and you will feel a haven of warmth and a true sense of community, halls filled with children enjoying their day, staff with a profound sense of humour, a leadership team that places importance on family and professional trust. A team that faces the next steps of each journey with resilience, kindness and compassion. A team that supports the children and their families through so much more than their educational journey.

I hope you find this candidate pack informative. If you would like to arrange a visit to see our wonderful school in action, please don't hesitate to contact us here at the school, using the contact details in this pack.

I look forward to receiving your application.

Mel Ireland-Hubbert  
Headteacher



## About Phoenix Primary School

Phoenix Primary School is nestled in central Chatham.

Chatham is part of the unitary authority of Medway which encapsulates the towns of Chatham, Gillingham, Strood, Rainham and historic Rochester. We are privileged to be surrounded by history and culture from the castle and cathedral at Rochester and the historic dockyard where Nelson's HMS Victory was built, to the Theatres in Chatham and the many state-of-the-art sporting facilities across the towns. We have access to a rich and diverse heritage steeped in tradition and more modern customs and celebrations.

From 2021 Phoenix has become an all-through Primary school who are part of the Beyond Schools Trust. The Beyond Schools Trust is a family of ten schools, serving the educational needs of nearly 7,000 children and young people aged 3 to 19. Within our Trust we collaborate and support each other in many ways for the benefit of the children in our care.

Our team at Phoenix work hard to ensure that each child enjoys their time at our school and leaves ready to start a new chapter in their lives. While attending our school each child will be encouraged to be independent, to persevere, be honest and caring, whilst feeling safe and valued.

At Phoenix we promote an educational philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary.

Values are principles that guide behaviour and choices. At Phoenix, adults model values and give time for reflective practices. We believe that this empowers individuals to be effective learners and good citizens. The Values that we teach help pupils develop their character, to know that individual differences should be valued, to be resilient, reflective, to have empathy and respect for one another.

In June, Ofsted visited Phoenix. We are delighted to share Ofsted's opinion on what it is like to attend Phoenix.

***Pupils at the school are safe, happy and an active part of their community. The pupils at the school embody the school's philosophy of 'valuing self, others and the environment'. Parents support the school's effective work in securing pupils' mental and physical well-being.***

***There are high expectations for pupils' learning and behaviour. Pupils have warm and nurturing relationships with staff. They show good manners and consideration to adults and peers alike. When pupils become upset or do not behave as they should, they know there is support available. They are also aware of the consequences of any poor behaviour. They are also aware that they get the chance to repair relationships and that everyone is treated fairly. Pupils are enthusiastic about learning, and interactions in class and around the school are positive and caring. They value their learning and the opportunities the school provides. Pupils are proud of their school and what they are achieving.***



# 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 Southeast 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.

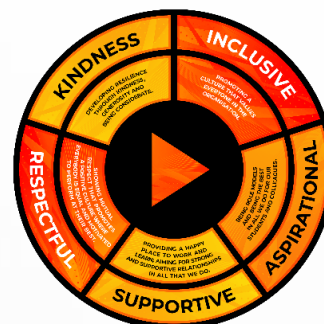
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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 – Assistant Headteacher/KS2 Teacher

Reporting to:	Headteacher
Responsible for:	Class Teacher and HLTA
Salary:	Leadership L3-L7
Location:	Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD

## Job Purpose

Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for Assistant Headteachers and the school's own policy.

Under the overall direction of the Headteacher play a major role:

- Formulating the vision, aims and objectives of the school.
- Establishing policies for achieving this vision, aims and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's vision aims and objectives.
- Undertake duties delegated by the Headteacher.

## Duties & Responsibilities

### Qualities and Knowledge

Under the direction of the Headteacher and Deputy Headteacher (RSL):

- Support with the day-to-day management of the school.
- Communicate the school's vision compellingly and support strategic leadership.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students.
- Lead by example, focusing on providing excellent education for all students.
- Build positive relationships with all members of the school community, showing positive attitudes to them.
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.
- Seek training and continuing professional development to meet own needs.

### Student, Staff and Parents/Carers

Under the direction of the Headteacher and Deputy Headteacher (RSL):

- Play an important role in supporting an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
- Support all teachers in the school to ensure excellent teaching including through training and professional development for staff.
- Demonstrate excellent personal performance against parts one and two of the teacher's standards: teaching and personal and professional conduct.



- To lead and make a substantial contribution to the further development of staff and student learning within Phoenix across all Key Stages.
- Help to establish a culture of 'open classrooms' as a basis for sharing best practice.
- Demonstrate proactive Professional Growth and support others to do the same.
- To continually build on their own coaching abilities to coach professional growth in others.
- Hold all staff to account for their professional conduct and practice.
- To be an integral part of the Driving Excellence Team including Phase Leads, Deputy, Headteacher and AHT, SENCO.
- Using all available data, to work with all levels of school leadership to challenge underachievement in the school and promote success for all.
- Identify and support emerging talents including coaching current and aspiring leaders.
- Be strategic in building the Phoenix Legacy, through external business links, demonstrating values and curriculum delivery.

### Systems and Processes

Under the direction of the Headteacher and Deputy Headteacher (RSL):

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Create visionary policy and outstanding practice in the school and help make Phoenix a centre for excellence in teaching and learning.
- To support all teachers and HLTAs to deliver exciting curriculum areas that drive practice for excellence for all in terms of knowledge, qualities and skills of students.
- To play a part in the key role in the development and assignment of targeted coaching within the school.
- To support Phoenix's' work within external networks both as a provider and contributor to system leadership.
- Work with the Governing Body as directed by the Headteacher.
- Support distribution of leadership throughout the school.
- To play an integral role, as part of the Driving Excellence Team, in improving key aspects of teaching and learning namely, classroom practice and use of assessment.

### School Improvement

Under the direction of the Headteacher and Deputy Headteacher (RSL):

- To demonstrate impact in raising standards in teaching and learning across the school
- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all students.
- Develop effective relationships with fellow professionals.
- Model entrepreneurial and innovative approaches to teaching, learning and leadership.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- To work alongside SLT to maintain an up-to-date School Self Evaluation which directly feeds into School Improvement Plans.
- To plan and implement strategies for raising achievement across the school alongside the Raising Standards Team.





This is not a comprehensive list of all tasks that the Assistant Headteacher: Quality of Education will carry out. The postholder will be required to do other duties appropriate to the level of the role, as directed by the Headteacher and Deputy Headteacher based upon areas of ability, experience and school priorities.

### **Other Specific Duties**

- 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
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) or as requested by the Headteacher if not mentioned in the above
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate
- To adhere to the School's Dress Code – smart/professional
- To ensure confidentiality and comply with Data Protection Regulations
- To comply with Trust policies and procedures

### **Generic duties relevant to all members of staff**

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources, and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".

### **Equality and Inclusion**

The Trust is dedicated to creating an environment free of bullying, harassment, victimization, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of ALL staff are recognised and valued. It is therefore the responsibility of staff to conduct themselves to help the Trust provide equal opportunities in employment, and prevent bullying, harassment, victimisation, and unlawful discrimination. All staff, as well as the Trust, can be held liable for acts of bullying, harassment, victimisation, and unlawful discrimination, in the course of their employment, against colleagues/staff, pupils, contractors, stakeholders and members of the public.

### **Safeguarding**

Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations put in place. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures as set out by Beyond Schools Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead at the site where you are located.

### **ICT**

All staff will be expected to utilise ICT and to improve communication and reduce paper use where possible. Security procedures must be followed when using ICT systems and particular care and attention should be taken with any communications that may result in a breach of GDPR.



All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

### Health and Safety

Employees are required to work in compliance with the Trust's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training, and supervision necessary to accomplish those goals.

**This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and the Director of Human Resources. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.**



## Person Specification

	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Proven current outstanding classroom practitioner with experience of challenging underachievement</li> <li>• Significant, recent and relevant Evidence of continued and progressive professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NPQML</li> <li>• NPQSL</li> <li>• NPQLT</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching experience across the Primary phase under the latest guidelines</li> <li>• Evidence of outstanding teaching/classroom practice and its impact on pupil progress especially low attaining children</li> <li>• Evidence of developing, implementing and evaluating strategies for raising standards and improving pupil progress in primary schools</li> <li>• Have a deep understanding of Values Based Education, be able to plan and deliver modules and take assemblies</li> <li>• Evidence of working successfully in partnership with parents and the wider community</li> <li>• Teaching experience in Key Stage under the new SATs criteria</li> <li>• Experience of strategic planning that has impact</li> <li>• Experience of coaching developing practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of initiating and leading new developments across the school</li> <li>• Evidence of working successfully in partnership with parents and the wider community</li> <li>• Have a deep understanding of Values Based Education</li> <li>• Experience of working closely with other agencies and opportunities for collaboration</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Current education issues and developments and including National Curriculum, recent curriculum re-design initiatives and assessment</li> <li>• Implications of equal opportunities and inclusion issues</li> <li>• Strategies for improving the quality of teaching and learning and accelerating pupil progress</li> <li>• Strategies for school improvement and raising standards of achievement in school</li> <li>• Understanding of appropriate strategies for managing pupils' behaviour</li> <li>• The inspection framework for schools</li> <li>• Thorough knowledge of the curriculum and assessment, including subjects and cross-curricular aspect.</li> <li>• Awareness of local and national policies, priorities and statutory frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• The inspection framework for schools</li> <li>• Understanding and awareness of the promotion of positive mental health including delivering Mindfulness</li> </ul>



<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• A highly motivated, energetic and enthusiastic teacher who is approachable and promotes positive relationships.</li> <li>• A creative teacher who motivates and inspires children to do their very best</li> <li>• Able to relate well to children and share their interests and enthusiasms</li> <li>• Highly organised and excellent time-management skills</li> <li>• Excellent communication skills and empathy with students with learning difficulties</li> <li>• Ability to effectively manage pupil discipline positively and be committed to a high level of pastoral care.</li> <li>• The ability to articulate and share a vision of education to others</li> </ul>	<ul style="list-style-type: none"> <li>• Highly proficient in the use of ICT</li> <li>• The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils.</li> <li>• Commitment to the development and maintenance of positive partnerships between the school, parents and the community.</li> <li>• Recent participation in professional development activities and willingness to undertake other training</li> <li>• Commitment to providing an effective learning environment appropriate to the need and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the school community commitment</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

**Start date:** 1<sup>st</sup> September 2025

**Contract Type:** Full-time permanent

**Place of Work:** Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD

**Hours & days of work:** Leadership role – not subject to directed time limits

**Salary:** Leadership scale L3-L7

This position attracts a Welcome Payment of £2,000 which is offered to experienced teachers, therefore Early Career Teachers or Unqualified Teachers are not eligible to receive this payment. Welcome Payments are to be repaid if the successful candidate leaves within the first two years of employment with Phoenix Primary School.

**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.

## Continuing Professional Development

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

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

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

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

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

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

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

## Staff Wellbeing:

Whole Trust approach to well-being.

## Pension Scheme:

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

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%





<b>Other Benefits:</b>	Two-week, half-term break in October
<b>Employee Referral Scheme</b>	Up to £500 payable for a new employee referral across the Trust
<b>Family Friendly Policies</b>	The Trust offers generous family friendly policies including maternity, paternity, shared parental leave and adoption.
<b>Cycle Scheme:</b>	The Trust is a member of the Cycle to Work Scheme.
<b>Catering:</b>	On site catering at affordable prices
<b>Employee Discounts include:</b>	<p>20% discount off membership for Avenue Tennis  <a href="#">Medway Gym &amp; Fitness Centre</a>   <a href="#">Avenue Tennis</a></p> <p>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.</p> <p>Free annual subscription to Headspace</p>



# The Recruitment Process

**Closing date:** Friday 2<sup>nd</sup> May 2025 at 9am

**Interview date:** Monday 9<sup>th</sup> May 2025

***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 | Phoenix Primary School](#)

If you wish to discuss the role, please contact **Jo Penn** via email at [jpenn@phoenixprimary.com](mailto:jpenn@phoenixprimary.com)

## 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 on our [Our Vacancies | Phoenix Primary School](#)

### 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/KS2 Teacher



**Salary:** Leadership L3-L7 £52,301-£57,831  
**Start date:** 1<sup>st</sup> September 2025  
**Hours:** Full-time  
**Location:** Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD  
**Closing date:** Friday 2<sup>nd</sup> May 2025 at 9am  
**Interview date:** Friday 9<sup>th</sup> May 2025

We are looking for dedicated, passionate and committed Assistant Headteacher & KS2 teacher to join our vibrant and friendly school.

Step into Phoenix Primary School and you will feel a haven of warmth and a true sense of community, halls filled with children enjoying their day, staff with a profound sense of humour, a leadership team that places importance on family and professional trust. A team that faces the next steps of each journey with resilience, kindness and compassion. A team that supports the children and their families through so much more than their educational journey.

### In return we offer:

- A comprehensive induction programme.
- Growing well-being team with Mental Health Lead supporting children and staff
- A Healthy Work-Life Balance and a committed SLT
- A happy and caring community.
- 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 | Phoenix Primary School](#)

Visits to the school are strongly encouraged. For further information and to arrange a school visit, please contact **Jo Penn** on **01634 829009** or via email [jpenn@phoenixprimary.com](mailto:jpenn@phoenixprimary.com)

***We reserve the right to bring forward the closing 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

### Phoenix Primary School

Glencoe Road  
Chatham  
Kent  
ME4 5QD

**Tel: 01634 829009**

Email: [office@phoenixjuniors.co.uk](mailto:office@phoenixjuniors.co.uk)

[www.phoenixprimary.com](http://www.phoenixprimary.com)

<https://w3w.co/pinch.hurls.chef>

