



THE  
**WALDESLADE  
& GREENACRE**  
SCHOOLS PARTNERSHIP

**Reading, Literacy and Oracy Lead**  
***(with English Teacher)***  
**Candidate Application Pack**

A **Beyond** ACADEMY  
SCHOOLS TRUST

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## Message from Louise Campbell, Headteacher

I am delighted to welcome you to our wonderful partnership of schools representing a monumental development in the educational landscape of our vibrant community, the union of Walderslade Girls' School and Greenacre Academy. With great pride and excitement, I present to you our combined organisation: The Walderslade & Greenacre Schools Partnership (WGSP), poised to set new standards of excellence in education while cherishing the values and traditions that define both our schools. Our culture and ethos, Aspirational, Respectful and Resilient, is reflected throughout the organisation.

Are you passionate about making a meaningful difference in the lives of young people? At WGSP, we are dedicated to driving up standards and transforming educational outcomes for over 1,800 students aged 11-18. The vision shared by myself and our staff at WGSP, is to ensure that every student completes their seven-year journey with us, having received the best quality education, fully prepared for success in their next steps, whether that be further education, an apprenticeship, or employment.

My journey in education began in 2004, when I first stepped into the classroom as a teacher, driven by a passion for shaping young minds and fostering a love for learning. Over the years, I have had the privilege of working in a variety of educational establishments across Medway and Essex, each experience enriching my understanding of the diverse needs of students and the complexities of school leadership.

Commencing as a teacher, I soon took on the extra role of Head of Year, where I gained valuable insights into pastoral care and student development. This experience paved the way for my appointment as Head of Department, where I focused on curriculum development and driving academic standards. My journey continued as I progressed to Assistant Headteacher, where I had the opportunity to influence whole-school strategies, and later to Deputy Headteacher, where I played a key role in school leadership and management.

In 2022, I was honoured to be appointed as the Headteacher of Walderslade, where I embarked on a mission to elevate the school's performance and reputation. Today, as the Headteacher driving change at The Walderslade & Greenacre Schools Partnership, I remain committed to the core values that have guided my career: hard work, determination, a passion for excellence, and a rigorous drive to excel in everything we do.

I am looking for employees who share this passion for change and who are eager to drive our partnership's values of aspiration, respect, and resilience. Together, we can create an environment where every student receives the highest quality education and is fully prepared for success in their future endeavours. I hope you find this candidate pack informative. If you would like to arrange a visit to see the school in action or have any further enquiries, please don't hesitate to contact us here at the partnership, using the contact details in this pack.

I look forward to receiving your application.

Louise Campbell  
Headteacher



## About The Walderslade & Greenacre Schools Partnership

We believe in the power of education to shape futures, and our mission is to cultivate an environment where academic excellence and personal growth go hand in hand. Join us in our commitment to enhancing the reputation and success of every young person in our care. Here, you will be part of a dynamic team that values innovation, collaboration, and the relentless pursuit of excellence. Together, we are making a lasting impact—one student at a time. If you share our passion for empowering the next generation, we invite you to be a part of our journey.



Our partnership is founded on the shared values of aspiration, respect, and resilience. We believe in nurturing not only the minds but also the hearts of our students, fostering a community where every individual is valued and supported in their pursuit of excellence. Together, we embrace the rich tapestry of our diverse community, recognising that we truly thrive through collaboration and understanding.

In our new partnership, academic excellence is just the beginning. We are committed to providing a holistic educational experience that inspires curiosity, ignites creativity, and instils a lifelong love of learning. Through a diverse range of academic programs, extracurricular activities, and community initiatives, we empower our students to become compassionate leaders who make meaningful contributions to society.

As part of the Beyond Schools Trust, we truly believe that for students, staff and our communities should work in collaboration for the pursuit of excellence at every stage of life, even beyond the classroom, and education. We are looking for highly skilled staff to share this vision with us, and make a lifelong change for our future generations. Together, let us create a community where every voice is heard, every talent is celebrated, and every dream is within reach. Together, let us discover excellence.

# 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.

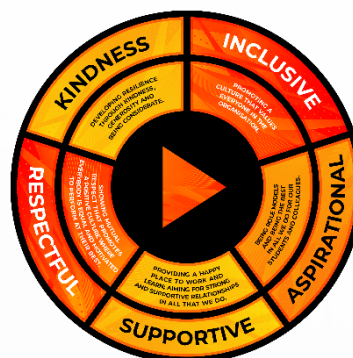
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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)



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## Job Description – Reading, Literacy & Oracy Lead (*English Teacher*)

**Reporting to:** Assistant Headteacher  
**Salary:** Main Pay Scale / Upper Pay Scale + TLR2C (£3,527)  
**Location:** WGSP – 157 Walderslade Road, Chatham, Kent, ME5 0LP

### Duties & Responsibilities

- To fulfil The Teacher Standards (2012) in the context of being a teacher as part of a Subject/Faculty team and as a Form Tutor as part of a Year team.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor including the personal development dimension
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student progress and attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

### Teaching & Learning:

- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required.

### Operational / Strategic planning & Quality Assurance:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area and faculty
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Faculty Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students

- To contribute to the Curriculum Area/Department's development plan and implementation.
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities
- To contribute to the whole school's planning activities
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the faculty/subject area in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

#### **Curriculum Provision and Development:**

- To assist the Faculty Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining//awarding bodies and our Aims and Strategic Objectives.

#### **Staff Development, Recruitment & Wellbeing:**

- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

#### **Communications:**

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings Parents Evenings, liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

#### **Care Guidance and Support:**

- To be a Form Tutor to an assigned group of students and to contribute to Tutor time and other tutor-based curriculum activities
- To promote the general progress and well-being of individual students and of the Tutor Group
- To liaise with a Year Leader to ensure implementation of the Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour for Learning systems so that effective learning can take place





## 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.

### 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

Qualifications	
<b>Essential</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Good Honours degree</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Evidence of further training</li> </ul>
Experience	
<b>Essential</b> <ul style="list-style-type: none"> <li>• Evidence of successful classroom teaching</li> <li>• Ability to motivate students</li> <li>• Ability to stretch and challenge students</li> <li>• Ability to inspire parents, staff and all other stakeholders</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Involvement in extra-curricular activities including but not limited to school productions</li> </ul>
Professional Knowledge and understanding	
<b>Essential</b> <ul style="list-style-type: none"> <li>• Good understanding of pedagogy and strategies to raise attainment</li> <li>• Ability to listen and foster positive relationships</li> <li>• Good levels of emotional intelligence</li> <li>• Awareness of child protection and safeguarding</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Successful record of working with high ability students</li> <li>• Up-to-date knowledge of current educational developments</li> </ul>
Skills and Attributes	
<b>Essential</b> <ul style="list-style-type: none"> <li>• Ability to enthuse and engage all students</li> <li>• Ability to work successfully as part of a team, sharing good practice</li> <li>• ICT and computing skills</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Experience of raising student aspirations and ambitions</li> </ul>
Personal Qualities	
<b>Essential</b> <ul style="list-style-type: none"> <li>• Drive, grit, innovation and creativity</li> <li>• Enthusiasm, positivity and a sense of humour!</li> <li>• Honesty, integrity and a desire to put students at the heart of all you do</li> <li>• A willingness to 'get stuck in' and help make the school exceptional!</li> <li>• Commitment to inclusion, diversity and equality</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Ability to be reflective, adaptable and self-critical</li> <li>• Ability to empathise</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.



# Reading, Literacy and Oracy Lead

**Salary:** TLR2C (£3,527)  
**Hours:** 32.5 hours per week

## Job Purpose

To lead the strategic development and implementation of a whole-school approach to reading, literacy, and oracy. The co-ordinator will champion a culture of high-quality language, reading for pleasure, and purposeful talk across the curriculum, ensuring every pupil becomes a confident reader, writer, and speaker.

## Key Responsibilities:

### Strategic Leadership:

- Develop and implement a coherent strategy for reading, literacy and oracy across all key stages.
- Lead on literacy and oracy-related initiatives, ensuring alignment with the school improvement plan.
- Monitor, evaluate and report on the impact of literacy and oracy interventions.

### Reading:

- Promote reading for pleasure and academic achievement through a whole-school reading culture.
- Oversee reading assessments and data to identify pupils requiring additional support.
- Support the development of class and school libraries and reading environments.
- Curate and promote high-quality texts across year groups and subjects.

### Literacy Across the Curriculum:

- Work with curriculum leaders to embed literacy objectives in all subject areas.
- Provide professional development on teaching vocabulary, comprehension, extended writing and grammar in context.
- Ensure consistency in the teaching of literacy skills across departments.

### Oracy:

- Develop a progressive oracy framework that supports pupils' speaking and listening skills.
- Train staff on dialogic teaching, structured talk, and oral rehearsal techniques.
- Create opportunities for debate, presentation, performance and public speaking across the curriculum.

### Teaching and Learning:

- Model best practice in literacy and oracy teaching through demonstration lessons and coaching.
- Support teachers in planning lessons that meet diverse literacy needs.
- Lead INSET sessions and CPD related to literacy and oracy pedagogy.

### Inclusion and Intervention:

- Work closely with the SENDCo and EAL co-ordinator to ensure targeted literacy support for vulnerable learners.
- Oversee the selection and implementation of appropriate intervention programs for reading and language development.

### **Community and Engagement:**

- Build partnerships with parents, libraries, authors and external organisations to enhance the literacy and oracy offer.
- Organise reading events, author visits, book fairs, and oracy showcases to enrich pupils' learning experiences.

### **Person Specification:**

#### **Essential:**

- Qualified Teacher Status (QTS)
- Proven experience in leading literacy and/or oracy initiatives with demonstrable impact
- Excellent knowledge of evidence-based literacy and language pedagogy
- Strong interpersonal and communication skills
- Passion for developing a reading and speaking culture in schools

#### **Desirable:**

- Experience working across key stages or phases
- Experience of coaching or mentoring staff
- Knowledge of current research and policy in literacy, reading and oracy education (e.g., EEF, Voice 21, etc.)
- Familiarity with diagnostic reading assessments and intervention strategies





## Summary of Terms & Conditions – Teachers

**Start date:** ASAP

**Contract Type:** Full-Time, Permanent

**Place of Work:** WGSP, 157 Walderslade Road, Chatham, Kent ME5 0LP

**Hours & days of work:** 32.5 hours per week Monday to Friday

**Salary:** Main Pay Scale/Upper Pay Scale + TLR2C

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 The Walderslade & Greenacre Schools Partnership.

**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>Car Parking:</b>	Free onsite parking (we are in a ULEZ free zone)
<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> <p>Free will writing service provided by Accord Legal Services</p> <p>Blue Light Card discount scheme <a href="#">Blue Light Card</a></p>



# The Recruitment Process

**Closing date:** Friday 10 October 2025 at 09.00am

**Interview date:** Wednesday 15th October 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](#)

If you wish to discuss the role, please contact **Louise Campbell** via email [camp1313@wgsp.org.uk](mailto:camp1313@wgsp.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.



## Advert – Reading, Literacy & Oracy Lead (English Teacher)



<b>Salary:</b>	Main Pay Scale / Upper Pay Scale + TLR2C
<b>Start date:</b>	ASAP
<b>Hours:</b>	32.5 hours per week
<b>Location:</b>	WGSP -157 Walderslade Road, Chatham, Kent ME5 0LP
<b>Closing date:</b>	Friday 10 October 2025 at 09.00am
<b>Interview date:</b>	15th October 2025

As **Reading, Literacy and Oracy** Lead you will lead the strategic development and implementation of a whole-school approach to reading, literacy, and oracy. The co-ordinator will champion a culture of high-quality language, reading for pleasure, and purposeful talk across the curriculum, ensuring every pupil becomes a confident reader, writer, and speaker. This is an excellent opportunity to inspire students across KS3 and KS4 (with the possibility of KS5), fostering a love of literature and language while helping them achieve their full potential.

You will be teaching in our newly refurbished English block, a modern and inspiring space designed to enhance creativity and collaboration, with well-equipped classrooms and dedicated resources to support engaging and innovative teaching.

The successful candidate will bring energy, high expectations, and a commitment to delivering outstanding learning experiences for all students.

### **In return, we will offer you:**

- An incredibly supportive group of colleagues and leaders
- Comprehensive induction programme with a commitment to CPD
- Care First employee assistance programme
- Non-contributory membership of Benenden Private Health Care Cover
- Membership of the Teachers Government Pension Scheme
- Two-week half term in October
- Cycle to work scheme

For further details on this role and to apply please complete an application form which can be found on the school's careers page [Our Vacancies | The Walderslade & Greenacre Schools Partnership](#)

Visits to the school are strongly encouraged. For further information and to arrange a school visit, please contact **Louise Campbell** on **01634 861593** or via email [camp1313@wgsp.org.uk](mailto:camp1313@wgsp.org.uk).

***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

**The Walderslade & Greenacre Schools Partnership**  
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Chatham  
Kent  
ME5 0LP

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