



# Featherby Infant & Junior Schools

## Candidate Information Pack



Maritime  
Academy  
Trust

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The background of the document is a photograph of several children in school uniforms. On the left, a young girl with blonde hair and a blue bow is smiling. Next to her is another girl with blonde hair, also smiling, wearing a blue and white striped tie and a yellow badge that says 'Aztec'. On the right, a boy with blonde hair is partially visible, wearing a blue and white checkered shirt. The children are standing outdoors, and the background is slightly blurred.

Dear Applicant

Firstly, I would like to thank you for the interest you have shown in working at Featherby Schools.

Featherby is in fact two schools, Featherby Infant & Nursery School and Featherby Junior School, in effect working as if it were a primary school, with shared staff and a shared focus. We are a values-led school serving a supportive community with a mixed demographic of children ranging from 3 to 11 years old. We are based in between Gillingham and Rainham train stations, but served by a good network of local buses as well as reliable main roads.

We have been working in partnership with Maritime Academy Trust since 2017 and the dedication and drive of the staff, as well as the children and families, has resulted in Featherby being a success story since working with the trust, whose aim is to "empower schools with the means to drive greater and more enjoyable outcomes for children".

Featherby is lucky to have a friendly, warm and welcoming team of staff who all know they are an intrinsic part in making positive changes and driving aspirations for the children in their care. Our Senior Leadership Team is a small, dynamic, supportive and dedicated group comprising Dave Marsh, our Exec Headteacher, myself as Headteacher and David Brenton and Liz Kramer who are both Assistant Headteachers.

Our mission statement of "working together to inspire minds through inclusive and creative practice - aspirations are high for all" is something we live, day to day and we look to develop our ourselves as staff to be the very best that we can be. As we look to potential candidates to join Featherby, we are hoping to attract like-minded candidates who aim high to be part of this exciting journey with us.

I hope that you find this candidate pack useful and I would strongly encourage you to look at our website as well as follow us on Twitter, where you can see our learning in action. If you would like further information about the school or would like to arrange a tour prior to submitting your application, then we would be delighted to hear from you. Please contact our admin manager on: [admin@fpsmat.org](mailto:admin@fpsmat.org) or on 01634 231984 option 6 and we'll be glad to hear from you.

I hope to receive your application soon and I thank you for your interest in our school.

Emma Pape  
Headteacher

# Welcome to Featherby

Featherby is a partnership of two values-led community schools where everyone loves learning and being the best we can be.

We achieve the highest standards by continuously broadening our skill sets - we nurture skills for learning alongside skills for life, encouraging the children to become independent learners of the future.

We believe in encouraging independence with the ability to work collaboratively embracing known pedagogy whilst developing new models for learning. Using the latest technologies.

## Featherby Values

Respected  
**Vision & Values**

**Unity**  
**Aspiration**  
**Resilience**  
**Responsibility**  
**Trust**  
**Respect**

# Featherby Photo Gallery



# What the children say about Featherby

"I'm happy at Featherby because everybody treats everyone with the same amount of respect and kindness."

"I highly recommend coming to Featherby. It's a very wholesome school to attend and you'll have a warm welcome. It's also quite simple to make friends here."

"I enjoy handwriting at Featherby because it helps me to improve my handwriting skills."

"Teachers are fun and are there if you needed help."



# What the children say about Featherby

"I like English because I get to read books, write myths and stories and Maths because I like numbers and times tables. I like Featherby because there are lovely teachers that help everybody and caring friends that are fun and a good friends to have."



"I enjoy learning about art because you get to learn about all the different types of art and you get to try different ways to draw. At Featherby, all the students are helpful and respectful. You will get a warm welcome."



"I enjoy the Maths at Featherby especially the times tables and problem solving. I also like the topics each term as it makes the learning fun and exciting! At Featherby, everyone is friendly and supportive and you can trust an adult if you feel scared or you need help."



# Maritime Academy Trust

Maritime is a charitable education trust with schools across London and the South East and led by the CEO – Nick Osborne.

As an education charity, Maritime are fully committed to advancing education for the public benefit. It is our mission to empower our schools with the means to drive ever greater and more enjoyable outcomes for children.

This is done by seeking out the intersection between logic and magic; between the knowledge children need, the skills that will enable them to navigate a future world of work that doesn't exist yet, and a journey through education that will stick with them as they grow.

Our Maritime Entrepreneurial Curriculum brings this all together, weaving essential skills and knowledge into a thematic approach to learning that is embraced by all of our schools. It culminates with our Maritime Expeditions: child-led learning showcases that demonstrate how children have found solutions to real-world challenges.

Like our name suggests, Maritime draws on the heritage of our original Greenwich home. We are explorers and adventurers who believe that our community grows stronger the more people we meet and the more we learn from them. Our whole approach to what we do, our whole mindset, is that through strong collaboration we can most effectively spark innovation throughout our schools. Collaborate, Innovate, Educate.

We are very proud of how we work together, approaching everything through the lens of our Maritime Behaviours, the ways of working that build towards our vision and make it enjoyable to be a part of the team.

As an employee of the Maritime Academy Trust you can expect:

- a positive working environment
- national terms and conditions
- tailored programmes of CPD with cross trust development opportunities
- a generous package of staff benefits.

You can find out more information about Maritime Academy Trust on the [website](#).

# Staff Benefits

The Maritime Academy Trust is able to provide our children with a phenomenal education because we employ the very best Teachers and Support Staff, who share our vision, values and behaviours. We want our employees to feel valued and offer a competitive package of benefits.

## Your Maritime Benefits

The Maritime Academy Trust is able to provide our children with a phenomenal education because we employ the very best Teachers and Support Staff, who share our vision, values and behaviours. We want our employees to feel valued and offer a competitive package of benefits.

National Terms & Conditions



Mental Health First Aiders



Enhanced maternity & paternity benefits



CPD & Progression opportunities



Early salary access & financial advice



Interest free Travel Work Loans



Access to face to face counselling sessions



Annual Flu Vaccinations



Eyecare Vouchers



Local Government & Teachers Pensions Schemes



Cycle to Work Scheme



Comprehensive Employee Assistance Programme



# Application Guidance

Thank you for your interest in working with the Maritime Multi-Academy Trust. This Application Guidance has been developed to help you to complete your application. Please take a few minutes to read through the information before filling out the application form.

Your application will be your first point of contact with the Trust and the school you would like to work with. The content of your application will determine whether or not you will be invited to interview, therefore it is essential that you complete it as fully as possible. We will not make any assumptions about your abilities and do not take into account any previous applications.

CVs are not acceptable in the place of a completed application form and all candidates are required to address the criteria on the person specification for the post. However, you may submit a CV in addition to your completed application form.

## Personal Details

Enter fully and clearly your name, address and telephone number(s) so that you can be easily contacted in the event that you are shortlisted to attend an interview.

## Employment

State clearly your current or most recent employer's name and address. Include details of the post held and (if applicable) reason for leaving.

## Previous Employment

Enter names and addresses of all previous employers, starting with the most recent. You can also include work experience placements, holiday jobs or voluntary work in which you have developed skills relevant to the job you are applying for. It is very important that you complete this section in chronological order, and detail accurately any gaps between employment and other activities.

## Education

Provide full details of your education at secondary level and above along with details of degrees/diplomas and any other qualifications, including those that you are currently studying for. Make sure you give all the information required, including levels and grades of any examinations taken. If a required qualification has been specified for the role, make sure you give all the information required and levels of any examinations taken. You will be expected to provide documentary evidence if you are invited for an interview.

## Supporting Statement

This section is very important. It gives you the opportunity to detail why you feel you are the best person for the job and why you are applying, and is the key information that is used for shortlisting. Before completing this section refer to the Job Description and Person Specification for the role.

# Application Guidance

Focus on how your skills, knowledge and experience meet each role requirement, detailed in the person specification giving specific examples. In completing this section you may refer to both paid and voluntary work and your experience within any school or any relevant experience outside work.

## Referees

Provide the names, addresses and email addresses of two people who are willing and able to provide references in support of your application. One of these must be your current (or most recent) employer.

If you are an NQT We suggest you ask the Headteacher of your most recent placement and your university or college tutor, as they will be able to comment upon your teaching skills.

If you are not currently working with children but have done so in the past, the second referee should be the employer by whom you were most recently employed in work with children. Please note that family members, friends and relatives are not acceptable referees.

Referees will be asked about past disciplinary actions or allegations excluding those that were deemed to be unfounded, unsubstantiated or malicious when assessing your application.

If you are subsequently made a conditional offer of employment, further information may be sought about health and absences.

## Eligibility to Work in the UK

If you are selected to attend for an interview you will be asked to provide documentary evidence of your right to work in the UK.

## Declarations

If you are appointed, you will be required to complete a Disclosure and Barring Service (DBS) application. The DBS will provide a report to you confirming whether you have any history of criminal convictions, including cautions and bind-overs.

All posts in schools are exempt from the Rehabilitation of Offenders Act 1974; this means you must declare all convictions, including those that would normally be regarded as 'spent'. The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

We need to know if you have a close relationship with and/or are related to any employee, governor or anyone else connected to the school, in order to ensure a fair selection process.

If you have a disability please provide details of any adjustments that you will require if shortlisted for an interview. Any details you provide regarding a disability will be dealt with sensitively and will only be disclosed to staff involved in the selection process when it is considered appropriate and necessary.

# Application Guidance

## Submitting Your Application Form

Before submitting your application form ensure that you take time to read it through to check for any errors, gaps in employment history and that you have fully completed referee contact details. You may find it useful to keep a copy of your submitted application form to refer to if you are short listed for the post you are applying for. Your completed application must be submitted before the specified closing date.

## Next Steps

You will be notified within two weeks whether you have been shortlisted to attend an interview. It is the policy of the Trust that feedback is not provided to candidates at the shortlisting stage.

## Online Checks

In line with KCSIE 2022 guidance, as part of the shortlisting process, the Trust reserves the right to conduct an online search on shortlisted candidates as part of our due diligence and to share any pertinent information found concerning a candidate's suitability to work with children with Hiring Managers to be discussed at interview stage.

## Safeguarding

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children. See our policy statement re ex-offenders.

Maritime Academy Trust is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. **Please see our policy statement of the recruitment of Ex-offenders**

**A copy of the Maritime Child protection and safeguarding policy can be found here**

If you are shortlisted you will be asked to complete a Criminal History declaration form.

## Privacy

A copy of our applicant privacy notice can be found here

## Diversity

Maritime Academy Trust embraces diversity and equal opportunity in a serious way. We are committed to building a team that represents a variety of backgrounds, perspectives and skills. The more inclusive we are, the better our work will be.

# Job Description

|                 |                                                                                   |
|-----------------|-----------------------------------------------------------------------------------|
| Job Title:      | SEND Teacher                                                                      |
| Grade:          | MPS/UPS                                                                           |
| School/Team:    | Featherby Primary School                                                          |
| Reporting To:   | Headteacher                                                                       |
| Direct Reports: | Direct and supervise assigned support staff and where appropriate, other teachers |

## Core Purpose

The provision teacher will deliver specialist teaching to children with a diagnosis of SEND with the support of two teaching assistants. The teacher within the school's provision will teach these children within their specialist provision and support them within mainstream classes. The provision teacher will also offer support all children within the school with a diagnosis of SEND that have placement in our mainstream provision.

## Specific Responsibilities

### Teaching & Learning Responsibilities

- To develop, plan and deliver or support the delivery of the Oakley Learning Journal and intervention for a designated cohort of students within the provision (suitably modified to take account of each child's special educational needs).
- To provide advice and support to other teachers in the school working with children from the provision, focusing on a whole school inclusive approach and universal high quality teaching.
- To support other teachers in the school working with children with SEND focusing on a whole school inclusive approach and universal high quality teaching and supporting early identification of need.
- Participate in the development of specialised resource toolkits to support children to develop skills and strategies that will increase their independence, confidence and self-esteem.
- To work as a member of the school team, attend staff meetings and deliver training.
- To ensure that programmes devised for children are in line with their needs as laid out in their EHCP or other targets and contribute towards the achievement of agreed outcomes.
- To assess progress towards meeting outcomes for each child and take appropriate action as a result
- To maintain high expectations of children's ability.
- To liaise with SALT's and with class teachers to ensure all professionals are clear of the children's individual targets.
- To liaise with the mainstream staff to plan, monitor and evaluate the provision for each student in the provision, of these assessments.
- To meet with parents/carers to discuss their child's progress and take appropriate action as a result of these discussions.

# Job Description

- To keep abreast of new developments/initiatives in both special needs education and mainstream education by ensuring personal C.P.D. is effective.
- To have a clear understanding of safeguarding and the additional vulnerabilities of children who have SLCN.
- To act in accordance with the schools staff code of conduct, values and policies.
- Support class teachers to retain responsibility for the progress of all pupils on their class list/roll.
- To take part in moderation and able to model effective teaching
- To play an active part in the provision staff team and the wider Featherby staff team.
- To have a clear understanding of the SEN Code of practice and the requirements within it.
- To raise awareness of staff and mainstream students of the main issues related to SEND
- To provide reports on the development and progress of all pupils in their cohort, tracking their progress within intervention and the curriculum.
- Participate in the school's Performance Management processes.
- Take responsibility for keeping up to date knowledge of national legislation, regional policies and up to date research regarding children with SEND, both within the provision and within the mainstream school, and participate in professional discussions about these within the team.
- To work with external agencies to provide maximum support for pupils, staff and parents.
- Work proactively with parents to include them in decisions, seek their views and supporting them with advice.
- Ensure specialist technology/equipment is used effectively.
- Ensure that there is a focus on developing the independence skills of the pupils and preparation for adult life.
- Promote inclusive high quality teaching and evidence-based interventions.
- To provide evidence and reports for the school and outside agencies as part of the EHCP, annual review and referral processes
- To proactively seek training and professional development opportunities to develop personal knowledge and skills for the benefit of the children in the provision

## General

- To undertake any other work appropriate to the level and general nature of the post's duties.
- To undertake all duties with due regard to the provisions of health and safety regulations and legislation, the Trust's Equal Opportunities, Data Protection and statutory obligations in respect of safeguarding children.

# Person Specification

|               |              |
|---------------|--------------|
| Job Title:    | SEND Teacher |
| Grade:        | MPS/UPS      |
| Academy/Team: | Featherby    |

**Method of Assessment:** AF = Application Form, T = Test, P = Presentation, I = Interview

**Shortlisting Criteria:** Essential criteria assessed via application form should be used to shortlist.

| Criteria                                                                                                                 | Method of Assessment | Essential/ Desirable |
|--------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|
| Knowledge & Experience                                                                                                   |                      |                      |
| Educated to Degree level.                                                                                                | AF                   | E                    |
| Qualified teacher status.                                                                                                | AF                   | E                    |
| Successful primary teaching experience.                                                                                  | AF/I                 | E                    |
|                                                                                                                          | AF/I                 | E                    |
| Experience of working with SEN pupils                                                                                    |                      |                      |
| Secure knowledge of the National Curriculum.                                                                             | AF/I                 | E                    |
| Knowledge of effective assessment and teaching and learning strategies.                                                  |                      |                      |
|                                                                                                                          | AF/I                 | E                    |
| Have successful and sustained experience of leading an area of the curriculum/academy development and/or leading a team. |                      |                      |
|                                                                                                                          | AF/I                 | E                    |
| Knowledge of guidance and requirements around safeguarding children.                                                     |                      |                      |

# Person Specification

| Skills and Abilities                                                                                                                               |      |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------|---|
| Ability to adapt teaching to meet pupils' needs.                                                                                                   | AF/I | E |
| Ability to build effective working relationships with pupils.                                                                                      | AF/I | E |
| Ability to effectively deploy a wide range of effective behaviour management strategies.                                                           | AF/I | E |
| Ability to form positive relationships with children, colleagues and parents.                                                                      | AF/I | E |
| Ability to effectively use ICT to enhance teaching & learning.                                                                                     | AF/I | E |
| Ability to build key stage or departmental/subject teams to improve provision and outcomes                                                         | AF/i | E |
| Ability to lead the professional development of key stage or departmental/subject colleagues                                                       | AF/I | E |
| General                                                                                                                                            |      |   |
| Commitment to the highest standards of child protection and safeguarding.                                                                          | AF/I | E |
| Commitment to contribute to the strategic goals of the School and Trust.                                                                           | AF/I | E |
| Understanding of and commitment to the Trust's/School's equal opportunities policies and ability to put into practice in the context of this post. | AF/I | E |
| Understanding of and commitment to the Trust's obligations in respect of the General Data Protection Regulations (GDPR) 2018.                      | AF/I | E |



## Contact Us



[@featherbyinfjnr](https://twitter.com/featherbyinfjnr)



[@Featherby-Schools](https://www.facebook.com/Featherby-Schools)



Infants: Allington Road, Gillingham, Kent, ME8 6PD  
Juniors: Chilham Road, Gillingham, Kent, ME8 6BT



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Link Below



<https://mynewterm.com/jobs/144969/EDV-2025-FPS-09954>



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