



THE
**THOMAS
AVELING**
SCHOOL

A Level Psychology Subject Leader & Teacher of Sociology

Candidate Application Pack

A **Beyond** ACADEMY
SCHOOLS TRUST

Contents

Page

Message from the Headteacher	3-4
About the School	5-7
Welcome from our Chief Executive Officer	8
About the Beyond Schools Trust	9
Job Description	10-14
Person Specification	15
Terms & Conditions	16
Benefits	17-18
The Recruitment Process	19-20
Living & working in Medway	21
Advert	22-23
Our location	24



Message from Fiona Linter, Headteacher

Welcome to The Thomas Aveling School!

Thank you for considering the exciting opportunity of joining us as a **A Level Psychology Subject Leader and Teacher of Sociology** at The Thomas Aveling School. We are thrilled to share our journey with you and hope you find our information pack both engaging and inspiring—just as we find our school community every day!

At Thomas Aveling, we pride ourselves on being a wonderful place to work and grow professionally. Our supportive colleagues create an environment where collaboration thrives, and everyone is committed to the success of our pupils. Here, you will find a warm atmosphere where we celebrate each other's achievements and strive together to provide the best for our students. We invite you to explore our recent OFSTED reports, which reflect our dedication to maintaining a happy and thriving school community over the past 12 years.

As one of nine secondary-modern schools in the Medway area, we have a rich history, having been the first High School in Medway to convert to an Academy. This transition has empowered us to allocate additional resources towards enhancing our students' learning experiences. Now part of the Beyond Schools Trust, we enjoy collaborative opportunities with our partner schools, allowing for professional development that enriches our teaching practises.

Our school is highly regarded in the community, often receiving three to four applications for every Year 7 place, thanks to our strong reputation for raising aspirations. We take great pride in our students' achievements, consistently exceeding expectations based on prior attainment.

We are particularly proud of our Key Stage 4 success, with our Progress 8 scores consistently placing us in the top 20% of all schools nationally. This success has led to the expansion of our Sixth Form, where students can choose from over 25 subjects, including both academic and vocational qualifications, enhanced by our collaboration with the grammar school in our Trust.

Our Level 3 courses have seen remarkable success, with nearly a 100% pass rate and an average academic grade of C+. We are ambitious to push this further, aiming for an average of B grades in our academic subjects. Each year, we celebrate students who apply to top universities, including Oxbridge, showcasing the incredible potential of our pupils.

At The Thomas Aveling School, you will truly feel the impact of your work every day. Our diverse student body comes from various backgrounds, and many live in rented accommodation, making our mission to support and uplift each student even more meaningful.



We hope you find this application pack informative and inspiring. We warmly encourage you to visit our school to see our vibrant community in action. If you'd like to arrange a visit or discuss the role further, please find our contact details on the Recruitment Process page of this pack. We look forward to receiving your application and potentially welcoming you to our dedicated team!



About The Thomas Aveling School

The Thomas Aveling School is a very successful non-selective mixed school; we are a happy school, a school for all abilities and a school for the local community of Rochester.

We create a culture of high expectations and success for all students and staff. This is grounded in a supportive ethos where each student is treated as an individual, with their needs and ambitions supported by a great pastoral and children's team. A student's well-being is of equal importance to their academic progress, the support we offer is outstanding.

As well as supporting students of all abilities to make fantastic academic progress, Thomas Aveling provides an excellent all round education valuing Music, Drama, Sport and the Arts highly with exceptional facilities – we regard these subjects as providing the soul of the school and give students additional opportunities to excel. The standard of teaching at the school ensures strong progress is seen in the core subjects of English, Maths and Science without affecting the time given to creative and practical subjects - students enjoy the full breadth of experiences.

As a previously designated teacher training school we are fully invested in the professional development of our staff. Our dedicated teachers/mentors give the very best of training experiences to all of our trainees and ECTs. We have a strong and successful relationship with our main ITT providers, Teach in Kent and KMT and continue to work together in order to generate excellent practitioners. We successfully train an abundance of teachers every academic year, many are subsequently employed within The Thomas Aveling School, or the Beyond Schools Trust.

We have the very highest expectations of all within Thomas Aveling and work closely with parents to maximise achievement and to develop young people into caring, successful adults. We are very proud that when students leave us aged 18 (or 16 in the minority of cases) that they often go onto further study at University, specialist colleges or enter high quality careers in several areas. Our students are successful due to the talent and tenacity of the staff at Thomas Aveling raising the students' aspirations and expectations and never letting them settle for being alright.

As part of the Beyond Schools Trust, we play a pivotal role in enhancing educational opportunities for over 7000 young people in Medway and Kent. We believe that all involved in Thomas Aveling work and achieve best when happy; students are given considerable say in their education, for example choosing their option subjects in Year 8, choosing extra-curricular activities early in Year 7 and having the chance to take part in the Student Council. We have high expectations of all our students and considerable work goes into raising the aspirations of all - aiming high in everything we do.



Our Aims & Values

Everything we do as a school is grounded in our 5 Student Virtues – the characteristics we want to develop in all our students – Ambition, Resilience, Respect, Pride and Creativity. Students are given a massive range of opportunities in and out of the classroom to develop these virtues.



- To embrace students of all abilities, enabling each one to achieve their very best
- To provide inspirational teaching and learning for the young people at our school within a caring environment
- To reward all achievements
- To offer challenging experiences
- To develop qualities of self-discipline, integrity, respect, honesty, trust and compassion
- To develop an effective partnership with all parents
- To encourage links with, and an understanding of, industry and commerce
- To prepare students for the responsibilities, opportunities and experiences of adult life



Our Results

Key Stage 4

Student achieving a Grade 4 or above in English and Maths = 56% in 2025

Key Stage 4 Results	2025	2024	2023	2022	2019	2018
No. of students entered for exams	217	189	195	191	182	176
% gaining 5+ 9-4 grades (A*-C)	55%	62%	63%	64%	63%	61%
% gaining 5+ 9-4 grades incl En & Ma (A*-C)	50%	59%	58%	60%	53%	53%
% gaining 5+ 9-1 grades (A*-G)	97%	97%	96%	97%	98.9%	98.3%
% gaining 1 9-1 grade (A*-G)	98%	100%	98%	97%	100%	100%

Key Stage 5

YEAR 13 ATTAINMENT	2025	2024	2023	2022	2019	2018
A*-B	23%	22%	35%	44%	25%	25%
A*-C	56%	52%	68%	74%	60%	60%
A*-E	95%	95%	100%	99%	98%	99%
APS – Academic	C- 25.68	C- 25.56	C 31.6	C+ -33.07	C- 27.74	C 29
APS - Vocational	D- 32.92	D- 32.01	D 33.97	D-36.36	D 34.5	D- 33



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.

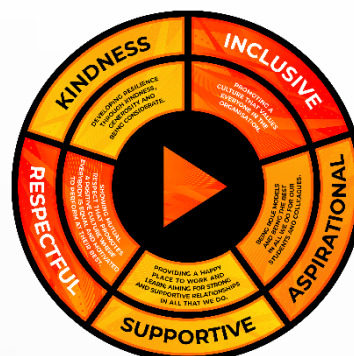
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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



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Job Description

Reporting to:	Assistant Head Teacher
Salary:	Main Pay Scale / Upper Pay Scale + £2,000 for the additional role as Subject Leader for A Level Psychology
Location:	The Thomas Aveling School, Arethusa Road, Rochester, Kent ME1 2UW

This job description covers the framework of professional standards for teachers and specifically defines the characteristics of teachers at the following stage of their career: -

POST THRESHOLD TEACHERS who should meet the following post-threshold standards (P) and meet the core standards (C).

PROFESSIONAL ATTRIBUTES

Post Threshold Teachers should:

Relationships with children and young people:

(C) Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

(C) Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks:

(P) Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(C) Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and Working with others:

(a) Communicate effectively with children, young people and colleagues.

(b) Communicate effectively with parents and carers, conveying timely and relevant Information about attainment, objectives, progress and well-being.

(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

(C) Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

(C) Have a commitment to collaboration and co-operative working where appropriate.

Personal Professional Development:

(C) Evaluate their performance and be committed to improving their practice through appropriate professional development.

(C) Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

(C) Act upon advice and feedback and be open to coaching and mentoring.



PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

All teachers should:

Teaching and Learning:

(P) Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

(C) Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring:

(P) Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

(P) Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

(C) Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

(C) Know a range of approaches to assessment, including the importance of formative assessment.

(C) Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

(C) Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum:

(P) Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

(C) Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.

(C) Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives across the age and ability range they teach.

Literacy, numeracy and ICT:

(C) Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and Diversity:

(C) Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

(C) Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

(C) Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.



(C) Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being:

(P) Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(C) Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(C) Know the local arrangements concerning the safeguarding of children and young people.

(C) Know how to identify potential child abuse or neglect and follow safeguarding procedures.

(C) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

PROFESSIONAL SKILLS

Post Threshold Teachers should:

Planning:

(P) Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

(C) Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons and informed by secure subject/curriculum knowledge.

(C) Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

(C) Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching:

(P) Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

(C) Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

- (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
- (b) build on prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
- (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
- (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

(C) Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.



Assessing, monitoring and giving feedback:

(C) Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

(C) Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

(C) Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

(C) Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning:

(C) Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

(C) Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning Environment:

(C)

(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of school contexts.

(C)

(a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

(C) Promote learners' self-control, independence and co-operation through developing their social, emotional and behavioural skills.

Team working and collaboration:

(P) Promote collaboration and work effectively as a team member.

(P) Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

(C) Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

(C) Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.



Other Specific Duties

- Engage in our Professional Growth Model—a continuous development approach that replaces traditional appraisals with regular, structured feedback and support.
- Benefit from ongoing professional development, clear career progression pathways, and a culture that values collaboration and innovation.
- Be part of a high-performing, empowered workforce focused on improving outcomes for all pupils through shared learning and growth.
- 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

Other Specific Duties

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- 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
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- 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

Qualifications	
Essential • Qualified Teacher Status • Good Honours degree	Desirable • Evidence of further training
Experience	
Essential • Evidence of successful classroom teaching – as trainee or longer • Ability to motivate students • Ability to stretch and challenge students • Ability to inspire parents, staff and all other stakeholders	Desirable • Involvement in extra-curricular activities
Professional Knowledge and understanding	
Essential • Good understanding of pedagogy and strategies to raise attainment • Ability to listen and foster positive relationships • Good levels of emotional intelligence • Awareness of child protection and safeguarding	Desirable • Up-to-date knowledge of current educational developments
Skills and Attributes	
Essential • Ability to enthuse and engage all students • Ability to work successfully as part of a team, sharing good practice • ICT and computing skills	Desirable • Experience of raising student aspirations and ambitions
Personal Qualities	
Essential • Drive, grit, innovation, and creativity • Enthusiasm, positivity, and a sense of humour! • Honesty, integrity, and a desire to put students at the heart of all you do • A willingness to 'get stuck in' and help make the school exceptional! • Commitment to inclusion, diversity, and equality	Desirable • Ability to be reflective, adaptable, and self-critical • Ability to empathise

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:	February 2026
Contract Type:	Full-Time, Permanent
Place of Work:	The Thomas Aveling School Arethusa Road, Rochester, Kent ME1 2UW
Hours & days of work:	32.5 hours per week Monday to Friday
Salary:	Main Pay Scale / Upper Pay Scale + £2,000 for the additional role as Subject Leader for A Level Psychology.
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.

Professional Growth:

“We don’t appraise. We grow” We believe professional growth is not a once a year event but an everyday commitment. That’s why we’ve replaced the traditional annual appraisal with our **Professional Growth Model**, designed to foster meaningful, continuous development for all staff.

The Professional Growth Model promotes:

- Continuous learning
- Regular feedback,
- Collaborative development

All through collaboration, constructive dialogue and structured meetings with line managers.

Key benefits for staff include:

- Ongoing support for personal and professional development
- Clear pathways for career progression
- Regular, constructive feedback to enhance performance
- Opportunities to contribute to team and Trust-wide improvement
- A culture that values collaboration, innovation, and growth

We believe this approach helps build a high-performing, empowered workforce focused on improving outcomes for all pupils

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 1st 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%

Other Benefits:

Two-week, half-term break in October

Employee Referral Scheme:

Up to £500 payable for a new employee referral across the Trust

Family Friendly Policies:

The Trust offers generous family friendly policies including maternity, paternity, shared parental leave and adoption.

Cycle Scheme:

The Trust is a member of the Cycle to Work Scheme.

Car Parking:

Free onsite parking (we are in a ULEZ free zone)

Catering:

On site catering at affordable prices

Employee Discounts Schemes:

20% discount off membership for Avenue Tennis
[Medway Gym & Fitness Centre | Avenue Tennis](#)

Access to Civil Service Sports Council, by becoming a member you start enjoying thousands of exclusive discounts, including free, unlimited, year-round family entry to English Heritage and Kew Gardens, a Tastecard and many more discounts.

Free annual subscription to Headspace.

Free will writing service provided by Accord Legal Services

Blue Light Card discount scheme [Blue Light Card](#)



The Recruitment Process

Closing date: Tuesday 16th December 2025 at 9am

Interview date: To be advised

We reserve the right to bring forward the closing date where interest and applications received are high, therefore we encourage early applications.

To apply please complete an application form which can be found on the school's careers page [Our Vacancies | The Thomas Aveling School](#)

If you wish to discuss the role, please contact **Emma Elliott** via email at eelliott@thomasaveling.co.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.



A Level Psychology Subject Leader & Teacher of Sociology - Advert



Salary:	Main Pay Scale / Upper Pay Scale + £2,000 for the additional role as Subject Leader for A Level Psychology
Start date:	February 2026
Hours	32.5 Hours Per Week
Location:	The Thomas Aveling School, Arethusa Road, Rochester, Kent ME1 2UW
Closing date:	Tuesday 16 th December 2025 at 9am
Interview date:	To be advised

The Thomas Aveling School is an amazing school to work in with supportive and visible leaders and a fantastic team spirit – we are a happy school! You will meet well-behaved and motivated children who enjoy learning and make great progress. We are a popular and over-subscribed school, being first choice for many families.

We are looking to appoint an enthusiastic and experienced Subject Lead for Psychology. The role includes teaching Sociology as part of our social sciences curriculum. This is a full-time position for someone looking for an opportunity to develop their career in a forward thinking and ambitious school. Full support and induction will be provided.

In addition, we are offering an exciting opportunity to run alongside this post for a suitable candidate to take on the Extended Project Qualification Coordinator.

“Pupils and students say that they are happy, and they feel safe. They say that staff care about them and help them to do their best” -Ofsted, Sept 22

“Staff have confidence in their leaders. They feel their workload is manageable through sharing resources and working cooperatively. They are proud to be a member of staff” Ofsted, Sept 22.

In return, we will offer you:

- A supportive induction programme
- Happy, motivated children to teach
- A happy and caring community
- A Healthy Work-Life Balance and a committed Leadership Team
- Care First employee assistance programme
- Private health care cover by Benenden
- Two-week half term in October
- Membership of the Teachers' Pension Scheme
- Cycle To Work Scheme

For further details on this role and to apply please visit the school's careers page [Our Vacancies | The Thomas Aveling School](#)

Visits to the school are strongly encouraged. For further information and to arrange a school visit, please contact **Emma Elliott** on **01634 844809** or via email eelliott@thomasaveling.co.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 Thomas Aveling School

Arethusa Road
Rochester
Kent
ME1 2UW

Tel: 01634 844809

Email: office@thomasaveling.co.uk

www.thomasaveling.co.uk

<https://w3w.co/sleeps.vows.really>

