



**House Manager (Eagle House)**

**Application Pack**

**November 2021**

Learn. Believe. Achieve.

Thank you for your interest in this role. Before applying, we encourage you to contact Mrs Jane Dunnett, Deputy Head Teacher, for an informal discussion about this role ([jdunnett@robertnapier.org.uk](mailto:jdunnett@robertnapier.org.uk)).

## HOW TO APPLY

To apply for this post, please complete a Support Staff Application Form, which can be found on the school website at [The Robert Napier School - Vacancies](#).

Please submit your completed application form to [vacancies@robertnapier.org.uk](mailto:vacancies@robertnapier.org.uk).

The Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be subject to an enhanced Disclosure and Barring Service certificate and checks of the relevant barred list / prohibition lists.

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<b>Position:</b>	House Manager
<b>Location:</b>	The Robert Napier School, Third Avenue, Gillingham, ME7 2LX
<b>Reporting to:</b>	Director of Learning (Eagle House)
<b>Closing Date for Applications:</b>	Friday 26 <sup>th</sup> November 2021 (Noon)
<b>Selection and Interview Date:</b>	Week beginning Monday 29 <sup>th</sup> November 2021
<b>Start Date:</b>	As soon as possible
<b>Salary:</b>	37hrs per week, term time plus 1 week. Trust scale 12 -26 £22183 - £30451 per annum pro rata. This equates to £18293 - £25111 per annum

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## **Welcome**

**Thank you for the interest you have shown in the role of House Manager at the Robert Napier School.**

We are seeking a well-qualified, enthusiastic House Manager, to work as a key part of the pastoral team, providing pastoral support to the students of the Eagle House. Working under the direction of the Director of Learning for Eagle House, the successful candidate will provide a comprehensive support service to the students in the Eagle House ensuring that any barriers to their learning are dealt with appropriately, sympathetically, efficiently and professionally.

This is a dynamic role, which at times will be challenging when dealing with parents and students at their most vulnerable. The successful candidate must be able to relate well to people, showing compassion when necessary, whilst also able to maintain a professional outlook.

Based in the heart of the Medway Towns, The Robert Napier School is a non-selective, mixed secondary school of 1100 students, including 130 in the Sixth Form. The school is an eclectic mix of the old and the new, with the original buildings constructed in the 1850s when the school was the original 'Gillingham Grammar School'. Since then, the school has grown to include a range of buildings, the most recent being the 'Caxton' block, formally opened in 2011. The school has excellent facilities including state of the art ICT provision, a purpose built lecture theatre, retractable bleacher seating in the hall to accommodate up to 380 people, a permanent stage with full lighting and sound rig, a multi-use games area, large playing fields and excellent sports facilities. The school also provides specialist Access to Mainstream Provision for vulnerable students, as well as a dedicated Visually Impaired unit.

The school is a proud member of the Beyond Schools Trust. Working in partnership with The Robert Napier School, the Trust is made up of Fort Pitt Grammar School, The Thomas Aveling School, Balfour Junior School and Phoenix Primary School. All the schools are located within a 5-mile radius and work closely to provide an outstanding education and opportunities for the children of Medway.

In January 2019, the school was delighted to be rated Good by Ofsted, having been rated requiring improvement and satisfactory in its three previous inspections. This was well deserved recognition of the hard work and dedication of the staff to drive improvements. The school continue to drive standards in all areas of the school, to ensure the students receive the best quality education and opportunities.

We value our staff, investing in their training and development at all stages of their career. Comprehensive, individualised training plans are drawn up for all staff, designed to meet their needs and enable them to take the next step in their career. New staff engage in a comprehensive induction programme and are allocated a mentor to help them settle into their new role.

I hope you find this applicant pack informative. If you have any further enquiries, please do not hesitate to contact us, using the contact details at the start of this pack. I look forward to receiving your application.

Steve Quenby  
Headteacher

## Job Description

### Main Duties

- To work with others in supporting the schools aims for excellence
- To work to the priorities identified in the School Improvement plan
- To provide a point of contact for parents, students, teachers; offer advice and signpost or refer to appropriate external support services including EWO, CAMHS, Social Services Connexion, SLC, UCAS, SSG in consultation with Director of Learning or Senior Leadership team
- To maintain effective working relationships with outside agencies
- To monitor the effectiveness of the provision of outside agencies
- To update the relevant member of the school's SLT/ELT on issues relating to students in the house (usually the DOL/AHT assigned to the House)
- To provide effective attendance monitoring in liaison with the Attendance Officer and the Home School Support Officer; regular contact with parents of absent students where there is under 95% level of attendance-take appropriate action using guidelines in support team handbook.
- To develop skills and knowledge in work practices, keep up to date with changing policies and procedures and undertake appropriate training when required.
- To liaise with the SENCO and Gifted and Talented co-ordinator in monitoring the progress of the students in the house
- Maintain a database and other student records; check and amend entries where necessary and ensure that information is disseminated to staff as appropriate. Produce file records and student information, as requested for external agencies, Senior Leadership team or Support Team Manager as requested
- Lead, organise and attend events for your House, liaising with the appropriate member of the Senior Leadership team
- Support the house activities by leading and organising assemblies, and assisting and leading any house activities such as sporting or musical competitions
- take on the role of form tutor and associated responsibilities either on a permanent or temporary basis as directed
- Support individuals or groups of students in lessons as the need arises; provide assistance with their organisation, monitor use of planners and engage supportive strategies including allocation of Student Academic Mentors
- Facilitate form tutor meetings when required and produce minutes of the meetings for Senior Leadership Team
- To undertake supervisory duties on school visits when requested
- To assist with First Aid
- Ensure the school guidelines in relation to Child Protection and Safeguarding are followed at all times

## Person Specification

Skills and abilities	Essential	Desirable	Assessed by
Ability to progress and develop the role	✓		Application & interview
Ability to stay positive, and meet deadlines, even when working under pressure	✓		Application & interview
Promote the school's aims and ethos for excellence	✓		Application & interview
Develop good personal and professional relationships with a team of staff and students	✓		Interview
Create a happy challenging and effective learning environment	✓		Interview
Good ICT skills including the use of e-mail , internet and Microsoft Word	✓		Interview
Good organisational skills and working successfully under pressure and under direction of a line manager	✓		Application & interview
Have an understanding of data bases and spread sheets. Be happy and confident in developing ICT skills. Including SIMS and other IT applications		✓	Application & interview
Be able to solve problems by both planning ahead and by practical actions		✓	Interview
Have a confidence to address a wider audience		✓	Application & interview
Be able to analyse information and be capable of independent thought		✓	Interview
<b>Knowledge</b>			
An understanding of principles, processes and strategies underpinning successful behavior management	✓		Application & interview
Good knowledge of current demands of pastoral work	✓		Application & interview
Knowledge and understanding of positive behavior management		✓	Application & interview
<b>Qualifications and experience</b>			
Minimum GCSE at level A – C in English and mathematics (or equivalent)	✓		Application & interview
Excellent oral and written communication skills	✓		Application & interview
Previous experience of working with children Child protection training up to date	✓		Application
Willingness and motivation to develop own skills and proficiency and evidence of commitment to further professional development	✓		Application & interview

Experience of working as part of a team developing professional practice		✓	Application & interview
Experience of working with outside agencies		✓	Application & interview
Experience of being involved in implementing new initiatives		✓	Application & interview
Understanding of areas for school improvement		✓	Application & interview
Understanding the importance of students' attendance and possible impact this may have on learning		✓	Application & interview
Facilitating meetings		✓	Application & interview
<b>Values</b>			
A passionate commitment to achieving the highest standards for all students	✓		Application & interview
A commitment to inclusive education and equal opportunities for all	✓		Application & interview
Fully committed to a close working partnership with parents and others in the community	✓		Application & interview
<b>Personal Qualities</b>			
A good sense of humour	✓		Application & interview
An enthusiasm for involvement in school in general and activities that are part of this	✓		Application & interview
Have flexibility sensitivity and tact	✓		Application & interview
Be determined and approachable empathic and enthusiastic	✓		Application & interview
Be organized punctual reliable and resourceful	✓		Application & interview
Understanding own strengths and areas for development		✓	Application & interview
Perseverance		✓	Application & interview
Motivate our students and stimulate an interest in school in general		✓	Application & interview

## The Robert Napier School

### Our Mission

*'To be the outstanding community school of choice'*

### Our Vision

At The Robert Napier School our mission is to be the **community school of choice** that work together to inspire students to believe they can have a better future. We will work with **every** student to unlock their potential.

We will be successful by instilling creativity, motivation and resilience in all our students. **Every** student **learns, believes** and **achieves** more, both in our school and beyond.

### Our Values

Under the schools motto of **Learn, Believe, Achieve** sits six core values that our community value in all we do:

**Learn: Respect; Trust**

**Believe: Perseverance; Resilience**

**Achieve: Fairness; Courage**

### Our Priorities 2021/2022:

- Improve literacy so all students can access the curriculum
- Be the community school of choice by being oversubscribed in July 2022
- Y11 to achieve 50% Level 4+ in English and Maths
- Progress 8 to be at least 0
- Increase 6<sup>th</sup> form to 150+ students
- Being 'outstanding' in Leadership and Management

## The Robert Napier School Senior Leadership Team

<p>Mr Steve Quenby <b>Head Teacher</b></p>	<p>Mrs Jane Dunnett <b>Deputy Head Teacher</b></p>
<p>Mr Daniel Dunscombe <b>Assistant Head Teacher</b> <b>Quality of Education – Key Stage 3</b></p> <ul style="list-style-type: none"> <li>• KS3 Raising Standards Lead</li> <li>• KS3 Behaviour</li> <li>• KS3 Marking &amp; Assessment</li> <li>• KS3 Student Tracking &amp; Intervention</li> <li>• KS2 – 3 Transition</li> <li>• Cross-Curricular Numeracy</li> <li>• Staff Wellbeing</li> </ul>	<p>Mr Conor McVeigh <b>Assistant Head Teacher</b> <b>Quality of Education – Key Stage 4</b></p> <ul style="list-style-type: none"> <li>• KS4 Raising Standards Lead</li> <li>• KS4 Behaviour</li> <li>• KS4 Marking &amp; Assessment</li> <li>• KS4 Student Tracking &amp; Intervention</li> <li>• Careers</li> <li>• Cross-Curricular Literacy</li> <li>• School Website</li> </ul>
<p>Mr Matt Fenton <b>Assistant Head Teacher</b> <b>Quality of Education – Key Stage 5</b></p> <ul style="list-style-type: none"> <li>• KS5 Raising Standards Lead</li> <li>• KS5 Behaviour</li> <li>• KS5 Marking &amp; Assessment</li> <li>• KS5 Student Tracking &amp; Intervention</li> <li>• Junior Leadership Team</li> <li>• Oversight of UCAS</li> <li>• Sixth Form Enrichment</li> </ul>	<p>Mr Rob Leadbetter <b>Assistant Head Teacher</b> <b>Welfare, Safeguarding &amp; Attendance</b></p> <ul style="list-style-type: none"> <li>• Safeguarding (including Designated Safeguarding Lead)</li> <li>• Attendance Policies and Strategy</li> <li>• Implementation of Nurture UK Strategy</li> <li>• Student Welfare</li> <li>• Student Voice</li> <li>• Student Council</li> </ul>
<p>Ms Aliah Plaster <b>Assistant Headteacher</b> <b>Special Educational Needs</b></p> <ul style="list-style-type: none"> <li>• SENCO &amp; SEN Department</li> <li>• Visually Impaired Unit</li> <li>• Access to Mainstream</li> <li>• Alternative Curriculum - ASDAN</li> <li>• Access Arrangements</li> <li>• Quality Assurance</li> </ul>	

Note: All Assistant Head Teachers undertake line management of curriculum departments and other TLR holders.



# Beyond Schools Trust



## The Trust Vision

*'To be a high performing Trust that is well respected for providing exceptional educational experiences in our communities'*

All schools within the Trust retain their own distinctive character but have a common ethos and mission:

### Our Ethos

One Vision, One Trust, One Family of Schools Inspiring Outstanding Learning

### Our Mission

Providing opportunities for each individual to be the best they can be.

We have very high expectations of our staff and students and, in return, provide vast amounts of support to help everyone achieve their best. We want your employment choice to provide you with a fulfilling career experience that makes you a talented, resilient and high performing employee.

### Values

We expect everyone that works in the Trust to play a part 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 core values are as follow:



## Location of the Trust

The Trust is based in Medway and knowing the area well means we are aware of, and work tirelessly in a co-operative manner, to both minimise the pressures and strains that local children experience and maximise the potential they all have for great success. Each part of the Trust works collaboratively in sharing ideas and best practice and in generating new opportunities for pupils and students.



THE  
**ROBERT  
NAPIER**  
SCHOOL

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