



FORT PITT
GRAMMAR SCHOOL

Head of Philosophy & Religious Education

Candidate Application Pack

A **Beyond** ACADEMY
SCHOOLS TRUST

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“A caring and supportive ethos permeates the school. Relationships are exceptionally strong between pupils and staff. Pupils behave extremely well. They are polite, articulate and considerate.” *(Ofsted October 2022)*



Message from Salena Hiron, Headteacher

Thank you for showing an interest in the role of **Head of Philosophy & Religious Education** here at Fort Pitt Grammar School. This is a really important appointment for us and the successful applicants will be integral in ensuring our high educational standards and expectations are met.

Recently described as a “**remarkable place to learn**” (Ofsted 2022), Fort Pitt is also a wonderful place to work. Our staff are proud to work here and we have strived to ensure workload and the wellbeing of staff is a key priority.

Our aim is a simple one; to be the best school in the country, and by that we mean that all of our students receive a better education here than they would if they went to any other school in the whole country. Fort Pitt is a vibrant and dynamic school with high expectations and great ambitions for all of our students.

As a grammar school, academic rigour is part and parcel of our teaching, and we believe that the biggest factor influencing students’ success is the quality of the learning experience they receive both in and out of lessons. We are looking for an outstanding person with the drive, tenacity and commitment to help ensure that student wellbeing is a key focus for the school moving forward.

As a school our popularity continues to grow year upon year, and as a result there will of course be future promotion opportunities for the right candidate. At Fort Pitt the happiness of students and staff is central to what we do. This application pack will only give you a little flavour as to what ‘we are all about’ but it gives a good indication. I believe in all of us working together to ensure the best outcomes for the young people we have been entrusted with. They get one chance to get it right, so it is vital we help them every step of the way. I do expect everyone to work hard, but I also want people to enjoy themselves whilst doing so!

You will find further information on Fort Pitt Grammar School in this pack, on our website, and via our social media channels; visits are also encouraged and warmly welcomed. If you wish to visit please contact my PA **Mrs Mary Burling**, on **01634 842359** or headteacher@fortpitt.co.uk.

I truly believe that Fort Pitt is a fantastic place to work and hope that having read the information, you agree and decide to make an application.

I look forward to meeting you.

Yours sincerely,



Salena Hiron
Headteacher



About Fort Pitt

At Fort Pitt, our values run through everything we do, and reflect our culture of ensuring our girls' happiness is at the heart of all our decisions; they are a set of core beliefs devised by both students and staff, which we feel encapsulates what we wish our students to strive towards during their seven years with us.

FORT PITT VALUES



Fort Pitt opened as a grammar school in 1984 and is one of the remaining 163 out of 3109 secondary schools. Prior to this it was the first technical school for girls in the country and opened in 1926 serving the communities of Rochester and Chatham. Our history is deep rooted in the local area with its oldest building dating from 1853 when it was a military hospital during the Crimean war and Florence Nightingale's first teaching hospital. Visited three times by Queen Victoria and Prince Albert, the buildings, estate and school continue to be of national historical significance.

The school's values of 'aspirational, resilient, collaborative, respectful and successful' pervade all aspects of school life. (Ofsted October 2022)



We are not a 'super-selective' school and accept any student who has passed the Medway 11+ test. We do not rank students according to test scores when awarding places, differing from most other grammar schools. Our oversubscription criteria are very inclusive. The Trustees and Governors are committed to keeping the entry criteria as they are so that more students, including boys, have the opportunity to benefit from a grammar school education at KS5, even if they did not have this opportunity at KS3 and KS4.

We are known for having a strong supportive ethos providing an individualised approach to both pastoral care and academic support. We have a thriving Sixth Form, which became co-educational in September 2013. The school is comprised of five forms of entry in Years 7, 8, 9 and 10 and four in Year 11. The Fort Pitt community is comprised of six houses: Aderin, Angelou, Attenborough, Kahlo, Mandela and Turin. House names were put forward through surveys from both staff and students, and decided through a whole school vote.

At the centre of all that we do is high-quality learning and teaching, whilst maintaining the wellbeing of both staff and students. We have worked tirelessly to ensure teacher workload is as balanced as possible, and that everyone can focus their skill and time on delivering excellent lessons.

Most importantly, Fort Pitt is a supportive, caring, nurturing, challenging and fun place to study and work.



In addition to this we are members of the Beyond Schools Trust, a Trust with a strong belief in the value of lifelong learning, and one that fully prepares children, so they have the skills, knowledge, values and character to be successful in the world beyond our doors. Everything we do is aimed at providing our staff with the resources and leadership to achieve their best. We believe that a happy, supported and motivated team create the best environment and opportunities for students to achieve their full potential.



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.

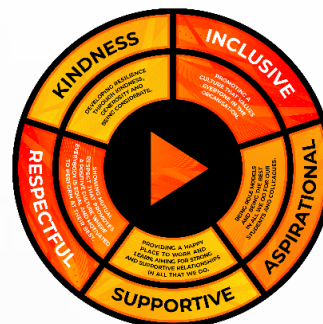
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

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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www.beyondschoools.co.uk



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Job Description – Head of Philosophy & Religious Education

Reporting to: Deputy Headteacher
Salary: Main Pay Scale / Upper Pay Scale + TLR2B (£5,641)
Location: Fort Pitt Grammar School, Fort Pitt Hill, Chatham, Kent ME4 6TJ

Duties & Responsibilities

General
- Carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Headteacher. - Perform, in accordance with any directions, which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you. - Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you. - Promote the Fort Pitt Values
Learning and teaching
- Lead on curriculum innovation in Philosophy & Religious Education and encourage innovative and imaginative curriculum work and the sharing of teaching resources. - To deliver Philosophy & Religious Education courses and lessons to a high standard, leading by example in the department. - Support Philosophy & Religious Education teachers in delivering excellent lessons and the implementation of effective strategies to increase achievement. - Monitor, quality assure and promote students' learning and progress in PRE - Regularly evaluate and quality assure the teaching in the department through lesson visits, work scrutiny, learning walks and the performance management process. - Monitor the progress of students using internal data and plan interventions where applicable in conjunction with class room teachers. - Actively promote interest in the subject outside of the immediate confines of the department - Analyse examination results and review learning and teaching in the light of these results - Lead the implementation of whole school policies within the PRE team - Effectively manage budget expenditure in order to secure best outcomes for students within their areas of responsibility.
Progress and achievement
- To support the Senior Leadership Team in delivering exceptional outcomes - Monitor and promote students' learning and progress in PRE - Support the PRE team to develop high-quality teaching resources for students - To complete rigorous data analysis to aid student achievement
Wellbeing
- Lead the celebration of student and staff successes in PRE - Support students' mental and physical wellbeing - Support the mental and physical wellbeing of colleagues
Guidance and Support
- Work as part of a team to aid the curriculum development of Philosophy & Religious Education - Help develop a culture of high expectations and aspirations - Help develop a successful student extra-curricular programme
Team
Work collaboratively with the Trust PRE teams



Section 1 – General Teaching Duties

A teacher must:

1. Set high expectations which inspire, motivate and challenge Pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain Pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity set homework and plan other out of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational Needs;



- Those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning Environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being

Section 2 – Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental british values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs



- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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 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 • 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 including but not limited to school productions
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 • Successful record of working with high ability students • 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:	September 2025
Contract Type:	Full-Time, Permanent
Place of Work:	Fort Pitt Grammar School, Fort Pitt Hill, Chatham, Kent ME4 6TJ
Hours & days of work:	32.5 hours per week (Monday – Friday)
Salary:	Main Pay Scale/Upper Pay Scale + TLR2B (£5,641)
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 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 include:	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



The Recruitment Process

Closing date: Friday 25 April 2025 at 12 noon

Interview date: W/C Monday 28 April 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 | Fort Pitt Grammar School](#)

If you wish to discuss the role, please contact **Mrs Mary Burling** on **01634 842359** or headteacher@fortpitt.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



Head of Philosophy and Religious Education



Salary: Main Pay Scale / Upper Pay Scale (£31,650 - £49,084 FTE)
Plus TLR2B £5,641

Start date: September 2025

Hours: 32.5 hours per week, permanent

Location: Fort Pitt Hill, Chatham, Kent, ME4 6TJ

Closing date: Friday 25 April 2025 at 12 noon

Interview date: Week commencing Monday 28 April 2025

We are seeking an inspirational Head of Department to help drive our students and the department onto even greater heights. We want you to inspire students, raise their aspirations and unlock their potential. We of course want someone who can deliver high quality lessons and secure outstanding outcomes for our students, but we also want someone who can build excellent relationships with both students and parents.

Applications are warmly welcomed from colleagues with a varied experience, and previous Grammar School experience is definitely not necessary.

To be successful at Fort Pitt, you will:

- Provide exceptional support to ensure our students make outstanding progress across all key stages
- Commit to our supportive but challenging ethos and culture
- Be a team player but also have the initiative to work independently
- Constantly challenge yourself to become a better practitioner
- Be committed to enabling our successful extra-curricular programme
- Enjoy working with young people and have a good sense of humour!

In return, we will offer you:

- A happy school where all students are enthusiastic and keen to learn
- An incredibly supportive group of colleagues and leaders
- Care first employee assistance programme
- Non-contributory Membership of Benenden Private Health Care Cover
- Membership of the Teachers/Local Government Pension Scheme
- Two-week, half-term break in October
- Cycle to work scheme

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

Visits to the school are strongly encouraged. For further information and to arrange a school visit, please contact **Mary Burling on 01634 842359** or headteacher@fortpitt.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

Fort Pitt Grammar School

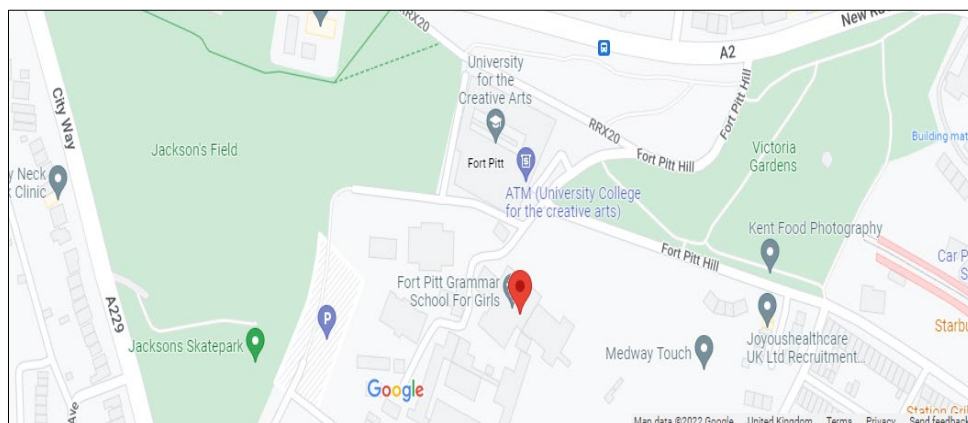
Fort Pitt Hill
Chatham
Kent
ME4 6TJ

Tel: 01634 842359

Email: office@fortpitt.co.uk

Website: www.fortpitt.co.uk

what3words: <https://w3w.co/sofa.land.mime>



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.

A multi-million-pound regeneration programme is currently transforming Medway's landscape bringing 29,000 new homes, many of them stunning riverfront developments. 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. 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.

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 it is home to 4 universities.

