



## Chelmsford County High School for Girls A Grammar School with Academy Status



### Appointment of Subject Leader for English

Required: September 2017

Salary: TLR 2a (£6,450) in the first instance, to be reviewed as the school's expansion continues



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January 2017

Dear Prospective Applicant

**Appointment of: Subject Leader for English**

Thank you for requesting information about the post. Should you decide to apply and be successful you will be joining a school which, from your first visit, will strike you as vibrant, bursting with energy and enthusiasm, and above all a very happy school that celebrated its Centenary Year in 2007. You will also find it useful to visit the school website [www.cchs.co.uk](http://www.cchs.co.uk).

We are rated as an “outstanding” school, a badge we are proud to hold and which applies to all areas of the School’s activities.

Chelmsford County High School for Girls was the first of the highest performing girls’ schools to convert to Academy status in January 2011. The status affords us a range of opportunities which we pursue fully, not only academically but also in the running of the School as a limited company. The School expanded to 5 forms of entry in 2015 in response to increasing demand for grammar school places in the area.

Our school is led by a strong team of senior staff and governors who are constantly striving for excellence, seizing all opportunities for the benefit of our students and our staff.

We are seeking to appoint a person with the skills, knowledge and experience to complement the team of teachers and leaders. Above all, we are looking for a committed individual with a genuine interest in providing the highest quality in every aspect of the role. Our students deserve the very best we can provide. We believe in the importance of a collaborative approach and a commitment to the team. The successful applicant will benefit from a wide range of experience at our school and above all enjoy working with us.

Thank you for your interest. If you feel that Chelmsford County High School for Girls can provide the challenges and opportunities you are looking for then we would be delighted to hear from you.

Yours faithfully

Nicole Chapman  
Headteacher

# Background regarding the School

## STUDENTS

Chelmsford County High School is a great place to work – our students are motivated, pleasant, courteous, well behaved and enormous fun! They like school, and enjoy learning, achievement is high, and almost all the students go on to Higher Education at the most competitive universities, including Oxford and Cambridge.

## THE SCHOOL

Chelmsford County High School was founded in 1906 as one of the first girls' secondary schools in Essex. In an area where most other schools are all-ability comprehensives, it is a selective grammar school with academy status.

From September 2015 we expanded our intake for Year 7 and Year 12 admitting 150 students per year groups; Years 8-11 and Year 13 remain with 120 students. Nearly all students in Year 11 return for the Sixth Form, and some 30-40 students join Year 12 from other schools. Entry at Year 7 is competitive, with the top 150 students over 800 who sit the entrance test being admitted. The school has a large number of "feeder" primary schools, around 70 in any one year group! Entry into the Sixth Form is determined by a strong performance at GCSE which suggests good potential in the subjects chosen for IB or A Level. At present there are 867 students on roll with 237 in the Sixth Form.

This is not a complacent school. We are keen to review our practice, and ensure that classroom methodology is appropriate to the needs of our students. All staff have the opportunity to contribute to whole school planning for improvement through their subject and year teams as well as focus groups, each led by a member of the Senior Leadership Team.

Since 2009 we have been offering the IB Diploma programme as an alternative to A Levels. It is a prestigious and academically challenging programme, which is particularly well suited to highly able students, who deserve the opportunity to access an international qualification that will enable them to compete with the best of the best at a global level. The IBO website is certainly worth visiting, in addition to our own website. However, in view of the under-funding of the IB by Government, the diploma will be phased out in 2017.

This is a very busy school which places a strong emphasis on enrichment activities. There is a fine tradition of musical performance, and most students play at least one instrument. There are many orchestras, choirs and ensembles. Drama is also an important enrichment activity, with clubs, and major school productions involving many students. Our sports teams are very successful, as are our individual sportswomen. Our students are lively and talented, as well as being academically able, and we try to provide plenty of opportunities for them. They also run a wide range of clubs or societies such as the Law society and Medical society where they invite speakers or present papers themselves. House activities include some distinctly less serious events, which nonetheless challenge student ingenuity and team-working skills to the full.

In terms of resources and buildings, we have a fine mixture of "traditional", provided by the original main building, and a variety of buildings dating back to different decades of the 20<sup>th</sup> century together with some excellent modern facilities, such as the Music and Languages

Centres, good computer provision, including Interactive whiteboards in every classroom. We have some dedicated Sixth Form facilities and a dance/drama studio, an all weather artificial pitch. A hard working fundraising committee of parents and governors has raised funds for much of the most recent buildings and we have long term plans for the development of our site.

Governors are highly committed individuals who are generous with their time and expertise they give the School. Parents are very supportive individually or through the Parent's Association, and have, obviously, very high expectations of the School. We have a strong school community which is friendly and welcoming. We trust our students to behave well, and the atmosphere in the School reflects our high expectations of them in this respect.

## **STAFF**

- ❖ The School currently has a teaching establishment of 63 teachers full-time and part-time staff.
- ❖ There is a non-teaching establishment of 34 Support Staff most of whom are part time, who support teaching and learning in various capacities.
- ❖ The school operates a no-smoking policy.

## Introduction to Department

The English Department consists of six teachers, four of whom are full-time specialists. It is part of a Faculty structure that includes Drama and Psychology (PETs) and links are strong with these departments – particularly Drama: the first Enrichment Day of the academic year involves teaching and performing Shakespeare for primary school children and a range of dramatic and literary activities are run by the teachers of the three departments. Similarly, the final Enrichment Day of the school calendar involves learning and performing an abridged Shakespeare play in a day – this activity, organised by English and Drama teachers, is enjoyed by all of Year 12, and runs alongside a Year 8 inter-departmental trip to the Globe theatre in London. Two of the English staff also teach History, and the relationship between these departments is equally strong, with collaborative lectures frequently taking place at the Philosophy of History society meetings.

All of Key Stage Three are taught in groups of 30. Years 7 and 8 are taught in their form groups, whereas Year 9 classes are in mixed sets. Years 7 and 8 have six hours of English per fortnightly cycle; Year 9 have five. The Key Stage Three programme has been revised as part of a review of provision for this stage and a move away from National Curriculum levels, whilst still maintaining much of the course content of a traditional National Curriculum framework.

In line with the government changes announced for GCSE and A Levels from September 2015, the English Department has prepared for the teaching of new courses alongside the present ones. At GCSE, students are entered for AQA GCSE in English Literature and English Language. They are currently taught in groups of 24 and have six periods in Year 10. The texts taught for examination this year will be *An Inspector Calls*, Shakespeare's *The Merchant of Venice/Much Ado About Nothing*, Dickens' *Great Expectations* or *Pride and Prejudice* and the AQA poetry anthology. The present Year 11 is the last cohort to be entered for the Edexcel IGCSE English Literature and English Language course – it will no longer count in the state performance tables from 2017.

In the Sixth Form, students had the choice of taking English at A Level or IB at Higher or Standard Level. At A Level, students will follow the AQA syllabus, 'Love through the Ages'. The texts taught for examination this year include *Othello*, *Jane Eyre*, *The Great Gatsby* and the AQA anthology of love poetry through the ages (pre-1900). The last year of IB students at HL and SL have studied an exciting variety of texts; current choices include *Medea*, *Chronicle of A Death Foretold*, *The Outsider*, *Enduring Love*, *Hedda Gabler*, *A Doll's House*, *King Lear* and the poetry of Emily Dickinson and Thomas Hardy, reflecting the department's specialist interests. A teacher joining the department will have the opportunity to shape the development of the department for several years ahead.

English teaching takes place in two large classrooms, two smaller and one small seminar room. All rooms have interactive whiteboards and a standalone computer. Three of the teaching rooms have 'lending bookshelves' full of texts that students can borrow to read – this is especially popular at Sixth Form. There is excellent IT support. Computer rooms are bookable by all staff and are particularly useful for parts of the English curriculum. The English Department has help from two librarians, one of whom introduces library skills in Year 7. Subject prefects also assist the department with Open Evenings, Options Evenings and events hosted by the department.

Extra-curricular activities include: debating, theatre visits, creative writing societies and the Sixth Form Close Reading group. There will be an opportunity for the successful candidate to contribute to these, as well as organise any other activities of interest to themselves and the students.

# The Senior Leadership Team (SLT)

The current structure consists of:

❖ **Headteacher: Mrs Nicole Chapman**

❖ **Deputy Head**

**Curriculum Planning and Staff Development - Mr Stephen Lawlor** who has responsibility for developing the curriculum, exams and the international dimension, staffing, and line manages a selection of curriculum areas.

❖ **Assistant Headteacher**

**Head of Sixth Form - Dr Michael Palmer** - who is Head of Sixth Form and line manages the Deputy Head of Sixth Form and Assistant Head of Sixth Form and a selection of curriculum areas.

❖ **Assistant Head**

**Pastoral/Teaching & Learning - Mrs Maria French** - who has responsibility for student care and guidance at KS3 and 4, SENCO and child protection and line manages a selection curriculum areas.

❖ **Business Manager**

**Mrs Susan Hoefling** who has responsibility for administration, premises, personnel, payroll, marketing, finance and line manages support staff.

❖ **Assistant Head to be appointed Teaching & Learning**

# Role Description

## Purpose of the Role

To provide leadership and management for the Subject, to secure excellent experience of teaching the subject so all students achieve their potential and some exceed it and the extra-curricular opportunities that enrich their experience.

To assist the Headteacher and Senior Leadership Team in the overall leadership and development of the School.

## Key Functions

### 1. Impact on educational progress beyond assigned students

- Establish common standards of practice across the Subject.
- Implement School quality assurance procedures and ensure adherence to these within the Department.
- Ensure teachers fulfil their teaching and monitoring duties.
- Through teachers be accountable for student progress within the different areas of the Subject.

### 2. Lead, develop and enhance the teaching practice of others

- Use the team meetings to share good practice and feedback training.
- Monitor collaborative working via lesson and peer observation.
- Act as coach and mentor to colleagues within the team.

### 3. Have accountability for leading the Subject

- Chair team meetings.
- Promote team work.
- Encourage involvement in extra-curricular activities.
- Through teachers ensure the curriculum is appropriate and complies with all School policies.
- Ensure effective communication within and beyond the team, including Support Staff.
- Conduct performance reviews of members of the team.

## Other specific duties:

- To undertake any other duty as specified in the STPCD not mentioned in the above.
- Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified.

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- This role description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

## Person Specification

**The person specification should be read in conjunction with the job description.**

### PERSONAL QUALITIES

1. Intellectual capacity and mental resilience to cope with the complex issues and management pressures of a dynamic and innovative school.
2. Enthusiasm for the role and an ability to motivate students and staff.
3. Ability to be both a team leader and a team player.
4. Commitment, energy, creativity, imagination and capacity for hard work.
5. Positive approach and attitude to change.
6. Ability to listen to the ideas of others and use them when appropriate.
7. Well-developed sense of humour.
8. Leader in maintaining high standards of student discipline and an excellent learning ethos.

### EXPERIENCE AND PERSONAL DEVELOPMENT

1. Outstanding classroom practitioner.
2. Evidence of high level leadership skills and emotionally intelligent management to get the best out of people.
3. Experience of collaborating with colleagues and beyond the School.
4. Evidence of having raised standards and innovated successfully within own classes or beyond.
5. Evidence of commitment to personal professional development.
6. Experience of monitoring and evaluating.

### KNOWLEDGE, UNDERSTANDING AND SKILLS

1. Excellent understanding of the key elements of outstanding teaching.
2. Excellent communication skills (oral and written).
3. Ability to analyse and interpret data.
4. Strong organisational, administrative and time management skills.
5. Excellent understanding of current curriculum developments and their implications.
6. Understanding of the role of research evidence in contributing to school improvement.
7. Understanding of how to coach teachers to be more effective.
8. Understanding of how interactive technologies can enhance learning.

### PROFESSIONAL QUALIFICATIONS AND TRAINING

1. First degree in a subject relevant to the teaching post.
2. DfES recognised teaching qualification

3. Commitment to the continuing professional development of all members of the Department
4. Commitment to further professional development

## Application Process

To apply for this role, please submit a completed application form supported by a letter addressed to Mrs Nicole Chapman, Headteacher, outlining what you would bring to the post and addressing the Person Specification and the Role Description.

Please give the names, positions, organisations and telephone contact numbers of at least two referees, one of whom must be your current or most recent headteacher. Referees will be contacted prior to interview, unless you specifically state otherwise.

Please also complete and return the Equal Opportunities Monitoring Form. This will help us to follow the recommendations of the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission that employers should monitor selection decisions to assess whether equality of opportunity is being achieved. The information on this form will be treated as confidential and used for statistical purposes only. This form will not be treated as part of your application, and will not be seen by anyone involved in the selection process.

Finally, please ensure that you have included work, mobile and home telephone contact numbers and an e-mail address if applicable. Please also indicate any dates when you will not be available or might have difficulty with the recruitment timetable below.

**Applications should be emailed to Mrs Hazel Bates: [hbates@cchs.essex.sch.uk](mailto:hbates@cchs.essex.sch.uk) (for Mrs Chapman's attention).**

## About Chelmsford

From villages in the heart of the Essex countryside to a bustling town centre offering first class shopping and cricket, the Chelmsford area really does have great deal to offer!

Explore the heritage by visiting Chelmsford's 15<sup>th</sup> Century Cathedral and our two museums in Oaklands Park. Treat the children to a day out at Marsh Farm Country Park and Tropical Wings Butterfly and Bird Gardens in South Woodham Ferrers, simply relax and unwind on the Chelmer and Blackwater Navigation, or dine in one of our many fine restaurants.

From a bustling town centre with excellent shopping and eating facilities to tranquil villages and unspoilt countryside, Chelmsford has the perfect combination of city and country, with a whole host of places to visit for young and old alike.

### THE CITY TODAY

Chelmsford was award City status in March 2012 as part of the Queen's Diamond Jubilee and in 2005 it was granted Fairtrade Town status. It has good links with East Anglia and London and is convenient for Stansted Airport, the sea ports of Harwich and Felixstowe and the capital itself.

Situated just 30 miles north east of London, Chelmsford is the perfect base. With excellent road, rail and air communications Chelmsford is well connected to the rest of the UK and Europe. The A12 road runs to the east of the town, meeting the M25 London Orbital near Brentwood. London's Liverpool Street rail station is just 35 minutes away. Despite redevelopment in the past 30 years, Chelmsford retains many glimpses of its past including the old buildings around the cathedral. Established Farmers' Markets and Continental Markets in the High Street bring something a little different to the town.

### HISTORY

The name Chelmsford is Saxon in origin. The town is also mentioned in the Census of 1086 as two settlements beside the River Can - later joined by a bridge. In 1199 King John granted the right to hold a weekly market and by 1250 Chelmsford was a county town. The Blackwater and Chelmer Canal opened in 1797, linking the town to the coast, and the railway came in 1845.

### BUSINESS

Chelmsford is the birthplace of radio broadcasting and the town continues its association with GEC Marconi and has attracted major names in the business world. Anglia Ruskin University offers a broad range of educational opportunities.

# Advert

## Subject Leader for English

**TLR 2a (£6,450), in the first instance, to be reviewed as the school's expansion continues  
Required for September 2017**

Chelmsford County High School for Girls is one of the most successful girls' selective schools in the country. This is, therefore, an ideal opportunity for a well-qualified teacher of English to gain experience teaching some of the most motivated and able students in the county and leading a team of 5 specialist teachers.

This is also an exciting opportunity to join a thriving and dynamic department, with outstanding students, staff and facilities. We are seeking to appoint a professional with the potential to lead and manage this well-established subject, a passion for English, the ability to drive students to great success, and the willingness to contribute to the wider life of the school are required.

Our English teaching is of a very high standard, as demonstrated by excellent examination outcomes at both GCSE and Advanced level. We deliver the AQA (9-1) specifications for GCSE English Language and English Literature and the AQA course at Advanced level. Students work with a committed team of subject specialists. Students are encouraged and supported to participate in public speaking beyond the School, including the Oxford School Debating and the Jack Petchey Speak Out competitions. The English Department leads on the whole-school literacy project, and debating. The Department is active in arranging for university academics to visit the school to present evening lectures to the CCHS community. There is a strong record of students going on to read English at university.

We welcome applications from teachers in all sectors of education.

For application information please visit ([www.cchs.co.uk](http://www.cchs.co.uk)) or contact:

**Mrs Hazel Bates**

**Tel: 01245 245729**

Email: [hbates@cchs.essex.sch.uk](mailto:hbates@cchs.essex.sch.uk)

**Closing date for receipt of applications is: Tuesday 21<sup>st</sup> February 2017**

**Interviews will be held on: March 2017**

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. The post is subject to an enhanced DBS Check.

