



# Chelmsford County High School for Girls

## A Grammar School with Academy Status



### Appointment of Year 7 Leader TLR 2b

For September 2016





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April 2016

Dear Prospective Applicant

**Appointment of: Year 7 Leader**

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. 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



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## 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 has a teaching establishment of 70 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.



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## Introduction

The Year 7 Leader is an exciting opportunity for an ambitious teacher to lead a team of 5 wonderful tutors and a cohort of 150 highly able girls. This is a high profile role as the Year 7 Leader is responsible for establishing excellent relationships with the parents of our students as well as setting the high standards of work, behaviour and courtesy to others expected at this School.

The role involves the oversight of transition from primary to secondary school life and as a selective school we receive girls from a wide range and high number of different junior schools. The Year 7 Leader is a fixed post to facilitate a developing expertise with this age range and the issues surrounding transition. The successful applicant will also be responsible for tracking the overall academic progress of the cohort as well as dealing with any pastoral issues that occur.

As Year Leader, you will be part of the wider Pastoral Team, which is a strong, vibrant and proactive team led by the Assistant Headteacher, Pastoral. We are highly successful in developing girls' confidence, grit and resilience for academic success, mindfulness, and all girls take part in our Find Your Voice! and Leadership programmes.

Year Leaders are required to chair their team meetings, keep accurate and timely records, present at Junior Speech Day, liaise with parents and outside agencies as the role demands, along with the support of the wider team.



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## 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 - Ms Louise Scofield** 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**

**Teaching & Learning Assessment & Timetable - Mr Mike Seager** - who has responsibility for the quality of Teaching & Learning at KS3 and 4, assessment and timetable and line manages a selection of curriculum areas.

❖ **Assistant Head**

**Pastoral - 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 and Bursar**

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



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## Role Description

### PURPOSE OF THE ROLE

- Uphold the school's vision and aims in all professional activities.
- Provide leadership and management for the year group the school in order to ensure that students make the best possible academic and personal progress.
- Set and maintain high standards in all aspects of the students' school life, including study habits, appearance, attendance, punctuality and behaviour.
- Assist the Headteacher and Leadership Team in the overall management and development of the school.

### KEY FUNCTIONS

#### 1. Impact on educational progress beyond your assigned pupils

- Be accountable for the quality of experience of each individual student.
- Establish common standards of practice within the year group and develop the quality and effectiveness of tutoring.
- Implement school quality procedures and ensure adherence to these within the year group.
- Working with Form Tutors and Attendance Officer, monitor attendance and behaviour and oversee support to students where required
- Liaise with parents to engage their support as appropriate
- Lead and organise year group activities and assemblies as required.
- Lead colleagues in formulating aims, objectives and strategic plans for the provision of effective tutoring which relates to the needs of students and support aims, objectives and strategic aims of the school.

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

Monitor quality of tutoring, attendance management, teaching and learning within the year group.

- Observe Form Tutoring at least once a term informally and once a year formally.
- Mentor Form Tutors new to the role or in need of support as required.
- Ensure Form Tutors use TA Data to monitor individual Students' progress, provide feedback and support as required.
- Keep abreast of development in relevant pastoral issues and share with the year team.



### **3. Have accountability for leading, managing and developing the year group**

- Use TA Data to analyse the progress of individuals or groups of students.
- Ensure that students are actively praised and rewarded as relevant.
- Ensure high quality communication with the team, including making effective use of the Monday morning briefing. To refer cases (or discuss/keep informed) to Assistant Head, pastoral when necessary.
- Be responsible for the tidiness of the year group form rooms and locker areas.
- Ensure good behaviour of the year group at all times, including before school, breaktime and lunchtime.
- Ensure all students adhere to the school uniform regulations and set the highest possible standards.
- Ensure Form Tutor reports are of high quality.
- Ensure all report slips are returned, analysed, followed up as required and a report compiled for the Headteacher.
- Organise the Parents' Evening and the Meet the Tutor evening.
- Review evaluate the work of the team and contribute to the Pastoral elements of the SEF.
- Work with the Tutor team as well as the team of Year Leaders to prepare the Pastoral Development Plan.
- Ensure the year group contributes to the ethos of a Specialist College.
- Liaise with outside agencies as and when relevant to issues pertaining to student welfare.

#### **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 job 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.



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## 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 on a dynamic and innovative school.
2. Enthusiasm for the job and an ability to motivate students and staff.
3. Ability to be both a team leader and a team player.
4. Commitment, energy, creativity and imagination. A 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 working with departments other than Technology.
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.



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## 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 sent to Mrs Hazel Bates (for Mrs Chapman's attention), either by:**

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

OR

Post: Mrs Hazel Bates  
Senior Assistant to Headteacher  
Chelmsford County High School for Girls  
Broomfield Road  
Chelmsford  
Essex  
CM1 1RW



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## 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

**Head of Year 7 (full-time)**  
**Salary: TLR 2b**  
**Required for September 2016**

Chelmsford County High School for Girls is one of the most successful girls' selective schools in the country. This is, therefore, an exciting opportunity for a qualified teacher to lead a team of 5 tutors and look after the pastoral care and academic progress of Year 7. This would be an ideal career progression for an able and ambitious teacher to develop their expertise as a middle leader. The successful candidate will join a team of highly motivated teachers, who are dedicated to the education of our enthusiastic, extremely hard working and inspirational students.

We offer:

- a warm and friendly atmosphere with excellent staff-student relationships
- the opportunity to work with able and well-motivated students
- a well-established programme of staff induction, CPD support and leadership development
- a flexible environment in which innovation is encouraged.

We welcome applications from teachers of all subjects.

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 Clearance.

For an application pack please see the School website ([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: Monday 25<sup>th</sup> April 2016**  
**Interview date: To be confirmed**

