



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



Appointment

Subject Leader of History and Government & Politics

Required January 2021

(TLR2a £6,829)

Salary scale: M6 to UPS3
(£35,971 to £40,490 pa, pay-award pending, dependent on experience)

Recruitment and retention payments are available





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September 2020

Dear Prospective Applicant

Appointment of: Subject Leader of History and Government & Politics

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.

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 has been a single academy trust since 2011. The status offers us a range of opportunities to pursue academic goals whilst running 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, over 1,300 girls sit our entrance test each year. Expansion will be completed by 2020, we expect our Sixth Form to grow as a result.

The School has been awarded a substantial grant to expand by an additional form of entry from September 2020. This is conditional to the School developing its existing strategies of working with local primary schools to encourage and support girls from disadvantaged backgrounds sitting our entrance test and securing a place. To that effect we have amended our admissions policy and committed to reserving up to 30 places for girls in receipt of Pupil Premium and Free School meals whose results fall within the top two bands.

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

Stephen Lawlor
Headteacher



STUDENTS

Chelmsford County High School is a great place to work with a caring ethos – 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.

In September 2015, we expanded our intake for Year 7 and Year 12 admitting 150 students per year groups. Most of our 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 highly competitive: according to our admissions policy we offer places to the 150 girls who meet our criteria, out of the 1,300 or more who sit the entrance test. The School has a large number of "feeder" primary schools, around 80 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 A Level. At present, there are 987 students on roll with 222 in the Sixth Form. Our students follow a broad curriculum with equal value attached to each subject area. We are working towards an Artsmark Gold Award, which celebrates the emphasis we put on creativity across the curriculum.

This is not a complacent school. We regularly 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 or Middle Leadership Team.

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. As a girls' school we challenge gender stereotypes and place great importance in presenting our students with a wide range of opportunities beyond the taught curriculum, this includes involvement in many STEM activities and competitions.

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 last century together with some excellent modern facilities, such as the Music and Languages Centres. There is good computer provision, including interactive whiteboards in every classroom. We have some dedicated Sixth Form facilities, a dance/drama studio, and all-weather artificial pitch. We recently created a lecture room where we run a programme of academic lectures.

Governors are highly committed individuals who are generous with their time and the expertise they bring to the School. Parents are very supportive individually or through the Parents' 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 43 full-time and 25 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.
- ❖ **New Staff Induction Programme** - new colleagues benefit from a comprehensive programme of support and guidance from their Department, Faculty and Pastoral teams.
- ❖ **Professional qualifications** - we offer teaching staff the opportunity to develop their knowledge and understanding of education by offering a contribution to the cost of a Master's degree or an NPQ course.
- ❖ **Continuing Professional Development** - we have well-established Professional Development Groups and School Development Groups, which provide staff with focused and personalised development programmes.
- ❖ **Leadership development** - we have devised and run the 'CCHS Leadership Programme' to enable colleagues to secure leadership experience, as well as develop their existing practice, to facilitate career progression.
- ❖ **Wellbeing** - we have a staff wellbeing group as part of a whole-school commitment to ensuring that all staff thrive in their professional roles.



The Senior Leadership Team

- ❖ **Headteacher: Mr Stephen Lawlor**
- ❖ **Deputy Headteacher - Curriculum - Mrs Emma Ledwidge**
- ❖ **Assistant Headteacher - Pastoral - Miss Fiona Harrison**
- ❖ **Assistant Headteacher - Head of Sixth Form - Dr Michael Palmer**
- ❖ **Assistant Head Teaching & Learning and Staff Development - Mrs Jo Cross**
- ❖ **Business Manager - Mrs Melissa Mulgrew**



Introduction to the History Department

The History Department consists of five teachers, four of whom are full-time teachers of both History and Government and Politics. All staff are specialists in their subjects and enjoy the academic challenge of teaching highly able students and keeping up to date with their subjects. The Department is part of the Humanities Faculty together with Geography and Religious Studies and links are strong between these Departments.

Curriculum:

All of Key Stage 3 are taught in groups of 30 students. Years 7 and 8 students are taught in their form groups; whereas, Year 9 classes are in mixed sets. Each year group at Key Stage 3 has three hours of history lessons per fortnight. The Key Stage 3 curriculum has been adapted from the traditional National Curriculum outlines to better meet the needs of the students of this School and to reflect modern Britain; this adaptation and review continues.

At GCSE, students are entered for the AQA GCSE in History. There are currently three groups in Year 10 and four groups in Year 11, each taught for five hours per fortnight. 81 students study History in year 10 and 93 in Year 11. The options studied at GCSE are:

- Conflict and Tension, 1918 to 1939
- Democracy and Dictatorship, Germany, 1890 to 1945
- Elizabethan England, c. 1586 to 1603
- Britain: Power and the People: c.1170 to the present day.

The German option is being taught for the first time in 2020; formerly we taught Tsardom and Communism, Russia, 1894-1945. Under the terms of the COVID19 related changes to GCSE History our current Year 11 students will not be examined on the Power and the People option.

In the Sixth Form the department offers A levels in both **History** and in **Government and Politics**. In History the following AQA options are studied:

- The Tudors, England 1485 to 1603 – Year 13 only in 2020 to 2021.
- The British Empire, c. 1857 to 1967 – Year 12 only in 2020 to 2021.
- France in Revolution, 1774 to 1815
- The Non-Examined Assessment essay (NEA) is set on Civil Rights in the USA; students answer a question from a list of approved titles.

The department decided early in 2020 to make the change from the Tudors to the Empire for first teaching from September 2020.

Since 2016, the Department has also offered A level Government & Politics and the following Edexcel options are studied:

- UK Politics
- UK Government
- Comparative Politics – the USA

Facilities:

History teaching takes place predominantly in two large and one smaller classroom (for sixth form use) which are allocated to the Department. The two large rooms have interactive whiteboards



and standalone computers; the smaller room has a projector and screen as well as the standalone computer. The sixth form room has a range of resources which students can borrow; however, the key works to support sixth form teaching are held centrally in the School Library. The Department enjoys an excellent relationship with the library and the librarian; much has been done in recent years to increase the range and depth of the relevant collections and to encourage students to read and reflect beyond the confines of the set specifications. This work will continue to be important as the School plans for and moves into its new library over the next two years. Staff are also able to book computer rooms for specific lessons and excellent IT support is available.

Student Support:

There are Sixth Form Prefects for both History and Government & Politics as well as Year 10/11 Prefects for History. These Prefects run a range of activities for younger students (such as mentoring and support sessions and 'Young Hums') and also assist the Department with Open Evenings, Options Evenings and events hosted by the Department.

Academic Enrichment and Extra-Curricular Activities:

The History Department has traditionally made a huge contribution to Enrichment Days and to the extra-curricular life of the School. The Department has in recent years run regular trips to Belgium (Year 9) and to Berlin (Year 10) and in School, Department staff have been instrumental in the success of Model United Nations (Years 10 and 12), Black History Month (all years) and a wide range of other activities. All students are encouraged to reflect on the relevance of their historical learning to the world in which they live and to use their knowledge to inform their reflections on current affairs.

The retiring postholder has for many years overseen a weekly 'Philosophy of History' seminar at which students consider both the nature of history as a discipline and present papers on topics beyond those they study in class. Over the years this seminar has helped many students refine and develop their ideas and has been very significant in the success of the department. This success has been seen in examination results and in other ways: Year 12 History students are encouraged to enter the various university essay competitions and are regularly successful. History, and related disciplines such as Politics, International Relations, HSPS, PPE and suchlike remain popular choices of degree subjects. Students of the Department have traditionally been very successful in university entrance and in their studies once at university and the department has great experience and an excellent record in supporting students who are applying to the universities of Oxford and Cambridge.

The Department is also well placed to contribute to the School's annual series of lectures given by visiting academics and is proud to work collaboratively with other departments across the school in support of academic enrichment.

There will be great opportunities for the successful candidate to contribute to all these activities, as well as organise many others of interest to themselves and to the students. Indeed, responding to the ideas and guiding the plans of the students is one of the privileges of the role.



Responsible for all aspects of the Subject Team

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.
- Organise and lead enrichment activities, including trips, speakers, etc.
- Work with the Subject Leader for Drama in producing student productions.
- 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.



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 Mr Stephen Lawlor, Headteacher, outlining what you would bring to the post, addressing the Person Specification and the Role Description.

Please give the names, positions, organisations and telephone contact numbers of 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, which is included with the Application 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. Please also indicate any dates when you will not be available for interview.

Applications should be sent to Mrs Hazel Bates, **for the attention of Mr Lawlor by email: hbates@cchs.essex.sch.uk**



About Chelmsford

Situated just 30 miles northeast of London, Chelmsford is the perfect base, with excellent road, rail and air communications. The A12 runs to the east of the town, meeting the M25 near Brentwood, with London's Liverpool Street railway station, and Stansted Airport 30 minutes away, respectively. From a bustling town centre with excellent shopping and eating facilities, to tranquil villages, unspoilt countryside and coast, Chelmsford is the perfect combination of city and country.

Chelmsford took the top spot in the 2018 Sunday Times Best Places to Live guide. In the guide, which ranks towns on factors including jobs, broadband speed, culture, community spirit and local shops, Chelmsford ranked Best Place to live in the East as it is also home to several excellent state schools, and the Anglia Ruskin University.

Despite redevelopment in the past 30 years, Chelmsford retains many glimpses of its past. It was awarded City status in 2012. Mentioned in the Census of 1086 as two settlements beside the River Can, later joined by a bridge, it became the County town in 1250. The Blackwater and Chelmer Navigation Canal opened in 1797, linking the town to the coast, and the railway came in 1843. Chelmsford is the renowned birthplace of radio; Marconi began broadcasting in 1895, and the city has attracted major names in the business world ever since.

The town centre benefitted from some investment recently with John Lewis, and many more high-class shops located in the new Bond Street.





Subject Leader of History and Government & Politics

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(£35,971 to £40,490 pa, pay-award pending, dependent on experience)

Recruitment and retention payments are available

Chelmsford County High School for Girls is one of the most successful girls' selective schools in the country. This is, therefore, a wonderful opportunity for a well-qualified History teacher, ideally with experience in teaching Government & Politics, to join a thriving and dynamic department, with excellent students, staff and facilities. We are seeking an outstanding classroom practitioner, who is passionate about History and has the ability to drive students to success.

We are very proud of our History results at GCSE and A Level; our schemes of work are creative and engaging and we offer regular historical trips, enrichment days and opportunities for students to showcase their talents. As part of a Faculty, which includes Geography, Politics, RS & Philosophy, we maintain a high focus on Teaching & Learning and work collaboratively. The successful applicant will be expected to teach across all three key stages, and we follow the AQA examinations board, 7042CH for A Level, and 8145MG for GCSE.

We are seeking to recruit a highly qualified History graduate who can demonstrate the ability to apply modern teaching methods in an environment where students thrive on challenge. Enthusiasm and a love of history are prerequisites as is the willingness to contribute to the extra-curricular programme. In return we are confident that you will find a warm and friendly atmosphere with excellent staff-student relationships and a well-established programme of staff induction and CPD support.

- We are unable to offer tours of the School at present, but prospective applicants are invited to contact Mrs Emma Ledwidge, Deputy Headteacher, on 01245 245729, to discuss further.
- For an application pack please download from (www.cchs.co.uk).
- Completed applications to be emailed to: Mrs Hazel Bates: hbates@cchs.essex.sch.uk

Closing date for receipt of applications: Wednesday 30th September 2020
Interview date: To be confirmed

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.