



# Chelmsford County High School for Girls

*Inspiring the leaders of tomorrow to think for themselves and act for others*



## Appointment

**Teacher of History, with some KS3 Geography  
and Religious Studies teaching**

**Full-time, 5 days per week**

**From September 2022**

**Suitable for Experienced Teacher, Early Career Teacher and  
Opportunity to teach all Key Stages**

**Salary: M1 £25,714 to UPS3 £41,604 per annum  
(pay award pending and dependent on experience)**

**Closing date: 4pm, Friday 11<sup>th</sup> February 2022**



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January 2022

Dear Prospective Applicant

**Appointment of: Teacher of History, with some KS3 Geography and Religious Studies teaching**

Thank you for requesting information about the above 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 has been a single academy trust since 2011. This status offers us a range of opportunities to pursue academic goals whilst running the school as a limited company. The School expanded to 6 forms of entry in September 2020 in response to increasing demand for grammar school places in the area and over 1,300 girls sit our entrance test each year. Expansion will be completed by 2024 and we expect our Sixth Form to grow as a result.

The School was awarded a substantial Government grant in 2018 which was conditional on 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



# Introduction

## 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 2020, we expanded our intake for Year 7 admitting 180 students per year alongside the 150 students in Year 12. 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: in accordance with our Admissions Policy we offer places to the 180 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 1115 students on roll with 303 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,





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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 dedicated Sixth Form facilities, a drama studio, an all-weather artificial pitch and a lecture room where we run a programme of academic lectures. In September 2021 we opened a new Sports Hall with dance studio and fitness suite, and a new teaching block containing additional science laboratories and classrooms.

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 46 full-time and 27 part-time staff.
- ❖ There is a **non-teaching establishment** of 47 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 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

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



# Introduction to Humanities

The Humanities Departments, History, Geography and Religious Studies are all strong and work closely together. Each subject is taught by subject experts dedicated to supporting our highly able students. Each Department contributes to our thriving timetable of extra-curricular activities. This main focus of this role is to teach History, but a successful candidate would also be offered the opportunity to work with both the Geography and Religious Studies Departments.

## Introduction to the History Department

The History Department consists of five teachers, two of whom also teach 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. Links are strong between the Geography and Religious Studies Departments. The successful candidate will have the opportunities to work across all three 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. 87 students study History in year 10 and 84 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 started being taught for the first time in 2020. 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 following AQA options are studied:

- The British Empire, c. 1857 to 1967
- 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.

### 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. 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 History 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 History Subject Leader 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.



# Job Description

Teaching subject specialism classes and other subject classes as allocated by the Leadership Team.

## PURPOSE OF THE JOB

To provide excellent teaching so all pupils achieve their potential within an atmosphere in which pupils feel challenged, valued and secure.

## DUTIES

The School Teachers' Pay and Conditions Document (STPCD) specifies the general professional duties of a teacher. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

## PARTICULAR DUTIES

Under the overall direction of the Headteacher.

## KEY FUNCTIONS

- Teach subjects allocated, including planning, setting homework, marking and assessment in line with school policies. Engage with school-wide learning initiatives. If appropriate.
- Ensure that excellent teaching and learning takes place in all allocated classes.
- Mark, assess, record and report on pupil achievement and maintain records as required. Maintain accurate records and use assessment data to monitor progress, targets and further action (e.g. SEN, Pupil Premium, Gifted and Talented, praise and under achievement).
- Contribute to the development of Schemes of Learning, programmes of study, and subject/year development plans, School and Team policies as appropriate.
- Maintain a purposeful, orderly classroom environment including neat storage, learning-centred display and by employing a range of assertive behaviour management strategies.
- Undertake specific duties within the Team as delegated after consultation with your line manager.
- Attend and contribute to appropriate meetings and professional development activities.
- Meet deadlines for reporting, marking and other assignments.
- Prepare pupils for examinations and take part in standardisation or moderating exercises as required by the Team or examination boards.



- Follow School Policy and support the Leadership Team in the effective operation of the school.
- Undertake the appropriate CPD, including lesson observation, and show its impact on teaching and learning.

#### **OTHER SPECIFIC DUTIES:**

- To engage actively in the performance review process.
- 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.



# Person Specification

It is important that your application should address and evidence each of the criteria of the specification by means of a supporting statement.

## SKILLS AND ABILITIES

- A proven track record as an outstanding classroom teacher.
- First-class planning, assessment and record-keeping.
- A proven record of raising standards and of initiating and maintaining innovative curriculum design and delivery.
- Excellent problem-solving skills.
- Excellent ICT skills.
- Highly competent subject Teacher.
- A commitment to celebrating students' achievements, skills and talents, as well as an ability to tackle problems effectively.

## KNOWLEDGE AND EXPERIENCE

- Excellent subject knowledge.
- A detailed understanding of all current educational initiatives which apply to the subject.
- Recent teaching experience (or appropriate training) with secondary age students.
- An understanding of Health and Safety issues within an educational setting.

## GENERAL ATTRIBUTES

- Excellent written and oral communication skills.
- Strong leadership skills with an ability to develop and maintain positive relationships with students, colleagues and parents.
- An ability to work effectively under pressure.
- A commitment to extra-curricular activities and to the school's involvement in the wider community.
- Good sense of humour.
- A flexible approach to tasks.
- A willingness to contribute to whole-school initiatives.
- A commitment to networking and the sharing of best practice.

## PROFESSIONAL QUALIFICATIONS AND TRAINING

- A first degree in a subject relevant to the teaching post.
- A DfE recognised teaching qualification.
- A commitment to the continuing professional development of all members of the Department.
- A commitment to further professional development.



## Application Process

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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. **Referees should be from different organisations.**

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 email address. Please also indicate any dates when you will not be available for interview.

Applications should be sent to Miss Helen McGrath, **for the attention of Mr Lawlor by email:** [hmcgrath@cchs.essex.sch.uk](mailto:hmcgrath@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.





# Teacher of History, with some KS3 Geography and Religious Studies teaching

**Full-time, 5 days per week**

**From September 2022**

**Suitable for Experienced Teacher, Early Career Teacher and  
Opportunity to teach all Key Stages**

**Salary: M1 £25,714 to UPS3 £41,604 per annum  
(pay award pending and dependent on experience)**

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, to join a thriving and dynamic Department, with motivated students, dedicated staff and excellent facilities. We are seeking a strong classroom practitioner, who is passionate about History and has the ability to inspire students to success.

We are very proud of our Humanities results at GCSE and A Level; our schemes of work are creative and engaging and we offer regular enrichment days and opportunities for students to showcase their talents and develop their interests. Working collaboratively in the Department and wider school, we maintain a clear focus on teaching & learning and are committed to developing our practice. The successful applicant will have the opportunity to teach across all three key stages - we follow the AQA examinations board, 7042CH (1J and 2H) for A Level, and 8145MG (Paper 1 AB and BB, Paper 2 AB and BC) for GCSE.

We are seeking to recruit a highly qualified History graduate who can teach some KS3 Geography and Religious Studies, and 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.

For an application pack please visit the School website [www.cchs.co.uk](http://www.cchs.co.uk) and return completed applications to Miss Helen McGrath: [hmcgrath@cchs.essex.sch.uk](mailto:hmcgrath@cchs.essex.sch.uk)

**Closing date for applications: 4pm, Friday 11th February 2022  
Interview date: week commencing Monday 21st February 2022**

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.