



# Chelmsford County High School for Girls

*Inspiring the leaders of tomorrow*



## Appointment

### Education Support Officer

**Required: Monday 24<sup>th</sup> February 2025**

**37 hours per week (term time only)  
8am – 4pm, Monday to Friday**

**Salary: Scale 6, Points 13-17**

**Actual Salary: £24,144 - £26,174  
(dependent on experience)**



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December 2024

Dear Prospective Applicant

**Appointment of: Education Support Officer**

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).

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.

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. Staff and students work very effectively together, achieving outstanding results. For example, The Sunday Times Parent Power Guide 2025 shows the following for CCHS:

- 1<sup>st</sup> in East Anglia, state girls' schools
- 3<sup>rd</sup> in East Anglia, all state schools
- 6<sup>th</sup> nationally, state girls' schools
- 20<sup>th</sup> nationally overall, all state schools

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.

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

Yours faithfully,  
Stephen Lawlor, Headteacher



## Introduction

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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. Our students follow a broad curriculum with equal value attached to each subject area. We are proud to have been awarded 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 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 Centre 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 48 full-time and 47 part-time staff.
- ❖ There is a **non-teaching establishment** of 52 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 Masters 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.



## Senior Leadership Team

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- ❖ **Headteacher**                      Mr Stephen Lawlor
  
- ❖ **Deputy Headteacher**        Mrs Jo Cross - Academic
  
- ❖ **Deputy Headteacher**        Ms Fiona Harrison - Pastoral
  
- ❖ **Business Manager**           Mrs Melissa Mulgrew
  
- ❖ **Assistant Headteacher**      Mr Adam Selby, Teaching & Learning and Staff Development
  
- ❖ **Assistant Headteacher**      Dr Michael Palmer, Community, Enrichment & Opportunity



## Job Description

<b>Post:</b>	<b>Education Support Officer</b>
<b>Status:</b>	<b>Permanent, Full Time 37 hours per week (term time only) Monday to Friday (8am – 4pm)</b>
<b>Line Manager:</b>	<b>Assistant Headteacher</b>
<b>Responsible for:</b>	<b>Departmental Teaching Support</b>
<b>Salary Band:</b>	<b>Scale 6, Point Range 13 – 17 Actual £24,144- £26,174 (dependent on experience)</b>

### PURPOSE OF THE ROLE

To act as:

- Educational Visits Co-ordinator
- Enrichment Day Co-ordinator
- Events Co-ordinator

### DUTIES AND RESPONSIBILITIES

The post holder will be expected to:

- Co-ordinate the organisation of trips, visits and enrichment activities for the school, liaising with the Assistant Headteacher and Headteacher.
- Co-ordinate Enrichment Days.
- Co-ordinate practice interviews to support the UCAS process.
- Co-ordinate the Sixth Form Prefect process.
- Co-ordinate school events such as Senior Speech Day, Commemoration, Oxbridge Information evening, Leavers' events, and the Carol Service.
- Provide secondary support for the administration of whole-school attendance as required, including supporting with pastoral and welfare issues that may arise.
- Support the exams and timetable staff regarding Sixth Form course data, and course changes, ensuring that accurate and up to date information is held on the school systems.
- Provide Cover Supervision as required.
- Liaise with senior staff members and teaching staff to prioritise work.
- Answer general correspondence; produce and update documentation as required.

### General Duties

- Assist with the development of School administrative systems
- Participate in team and staff meetings
- Participate in staff training and development session
- Contribute to the life of the School
- Comply with any reasonable request from a manager to undertake ad hoc duties as required



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. 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.

The post-holder will be expected to work flexibly and carry out all duties in compliance with the School policies.

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

### **Person Specification:**

<b>Essential</b>	<ul style="list-style-type: none"><li>• High level of people skills</li><li>• Meticulous attention to detail</li><li>• High level of IT skills</li><li>• Excellent numeracy skills</li></ul>
<b>Desirable</b>	<ul style="list-style-type: none"><li>• Experience of organising school educational visits</li><li>• Experience as cover supervisor</li><li>• Experience of working in a school environment</li></ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"><li>• The ability to maintain confidentiality</li><li>• Excellent communication and interpersonal skills</li><li>• The ability to assimilate information quickly and respond appropriately</li><li>• The ability to interpret and present data in a professional and appropriate format</li><li>• Effective time management skills and the ability to balance competing priorities and achieve deadlines</li></ul>
<b>Commitment</b>	<ul style="list-style-type: none"><li>• Commitment to professional development and training</li><li>• An interest in educational matters and a desire to learn more</li></ul>
<b>Personal</b>	<ul style="list-style-type: none"><li>• Ability to work both independently and as part of a team, working co-operatively and sensitively with others</li><li>• Positive, proactive, professional and enthusiastic in attitude</li><li>• Flexible and be able to adapt to changes in working methods and approaches</li><li>• Ability to exercise judgement and know when to seek advice</li><li>• Ability to work on own initiative and deliver a high level of service without requiring precise direction at every stage</li><li>• Ability to display a calm, tactful and responsible attitude</li></ul>





## Application Process

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

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 Job 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 if applicable. 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 Rae Dale, HR Manager, **for the attention of Mr Lawlor by email: [HR@cchs.co.uk](mailto:HR@cchs.co.uk)**



## About Chelmsford

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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.





## Commitment to Staff

*We are a proud and progressive grammar school community, committed to excellence in girls' education and empowerment. To live this mission, we are intent on recruiting, inspiring and supporting qualified, industrious and resolute colleagues. We realise this ambition through excellence in personalised professional development, as well as a commitment to workload management and wellbeing support.*

### Personalised Professional Development

- **New Staff Induction Programme** – new colleagues benefit from a comprehensive programme of support and guidance provided by their Department, Pastoral and Support teams.
- **Professional qualifications** – teaching staff are helped to develop their expertise through higher degrees and NPQ courses with financial and time support. Support staff requiring specific qualifications related to their role are provided with fully-funded training.
- **Continuing Professional Development** – each year, a blended approach to CPD, through INSET days and twilight sessions, provides staff with opportunities to collaborate, contribute and advance, with a programme published to detail the provision.
- **Performance Management** – annual review to allow colleagues to reflect on their work, achievements, professional development interests and career aspiration goals.
- **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. TLR3 projects provide teaching staff with development experiences, with progression opportunities available to support staff.
- **Flexible Working** – colleagues can apply to work part-time to balance professional commitments and personal/family circumstances.
- **Sabbatical Policy** – we provide colleagues with a mechanism to pursue personal or professional goals.
- **Professional congratulation** – formal Governor recognition of and reward for long-service (10 years and 25 years).

### Commitment to Workload Management

- Teaching loads capped at 42 lessons per fortnight for full-time non-TLR teachers and pro rata for part-time colleagues.
- Non-contact time reviewed annually for TLR teachers as part of our timetable work, including benchmarking exercises with similar schools via SSGS and GSHA networks.
- Workload Management Days offered.
- Working from home opportunities offered for support and teaching staff.
- Online platforms used, e.g. SchooliP and SAMPeople, to streamline bureaucratic processes and save time.



- Increased A Level teaching time for several subjects to support course delivery and teacher workload.
- Support in place to aid the Achievement Strategy work of staff, including Student Progress Meetings, Interventions Monitoring and the Year 14 Tutoring Programme.
- SLT 'open door' culture, including SLT availability for urgent matters on non-school days to support colleagues.
- Clear line management support for all staff, including opportunities to participate in team meetings.
- Email protocol and sign-off: no expectation of responding after hours, at the weekend or during holidays.
- Staff involvement in school development through the Self-Evaluation Form (SEF) process.
- Deadlines well publicised and annual calendar consultation.
- Several weeks with no after-school meetings.
- Dynamic approach to meetings, which are shortened or cancelled in response to workload demands.
- External invigilators employed to supervise examinations.

### **Commitment to Wellbeing Support**

- Each year, the time (5hrs) from one disaggregated day is not programmed for meeting or training activities to support staff wellbeing.
- Occupational health, counselling, virtual GP and other services available (free) to all staff.
- Return to work meetings after illness-related absences to support colleagues.
- Mental Health First Aiders (Adults) available to support colleagues.
- Menopause Policy in place to support female colleagues.
- Annual flu jab available (free) to all staff.
- Staff Voice forum to ensure information is provided and feedback is shared.
- All staff are members of a well-established and vibrant House system.
- A flexible and generous approach to personal appointments and family commitments.
- Opportunities for staff to take part in educational trips – day, residential and overseas.
- Complimentary tickets to all School music concerts, theatrical productions and dance shows.
- Staff Fund maintained, through staff contributions, to support colleagues.
- Tea, coffee, sugar, and milk provided (free) for all staff.
- Food and refreshments provided (free) before and during Parents' Evenings.
- Complimentary food provided when undertaking a lunch duty.
- Christmas lunch provided (free) to all staff.
- Onsite Costa Café available to all staff.
- Onsite parking for all staff.
- Barracudas Kids Camp staff discount (held during the Easter & summer holidays at CCHS).



## Staff Enrichment Provision

Thanks to the dedication of several colleagues, we are able to offer staff opportunities to enjoy a range of enrichment activities, to pursue shared interests and socialise beyond departments and teams.

- **Book Group**
- **Library Lending**
- **Art Club**
- **Dance Club**
- **Sports & Swimming Clubs**
- **Staff Choir**

## Occupational Health & Wellbeing Services

### Employee Assistance Programme

- **Smart Clinic:** CCHS subscribes to the enhanced package provided by Smart Clinic. This means that staff have access to a market leading employee assistance programme with wellbeing services such as moodtrackers, videos, and 24-hour access to counsellors by phone, video, or live chat. Staff also have access to further mental health and physical health therapy services.

### Teacher/School Staff Discount websites

- Blue Light Card – the UK's leading discount provider for the emergency services, NHS, social care, armed forces, and education sector. [Welcome to Blue Light Card](#)
- Your Best Friend's Guide to Cash: [The best discounts for teachers and school support staff – Your Best Friend's Guide to Cash \(yourbestfriendsguidetocash.co.uk\)](#)
- Discounts for Teachers: [Discounts For Teachers: Exclusive Discounts, Offers & Codes](#)
- Teacher Perks: [Incredible Perks and Discounts for UK Teachers and School Staff Teacher Perks](#)

### Recommended expert support

#### School counselling service

- [Renew Counselling](#): please speak with your line manager or SLT line manager, who will advise and support.

### National services and resources

- [Education Support](#): the mental health and wellbeing charity for education staff. If you need to talk to a qualified counsellor, Education Support runs a confidential helpline for education staff and teachers – call 08000 562 561.
- [Time to Change](#): mental health and support services
- [Mind](#) for better mental health

### Trade unions & professional associations

\* [ASCL](#) \* [GMB](#) \* [NASUWT](#) \* [NEU](#) \* [UNISON](#) \* [UNITE](#) \* [VOICE](#)





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## Education Support Officer

**Required: Monday 24<sup>th</sup> February 2025**

**37 hours per week (term time only)  
Monday to Friday, (8am – 4pm)**

**Salary: Scale 6, Points 13-17**

**Actual Salary: £24,144- £26,174  
(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 suitably experienced individual to join a thriving and dynamic administration team, to support the students at the school. We are seeking a dedicated individual who has the drive to succeed and the willingness to contribute to the wider life of the school.

This position would suit someone who has good communication skills, is organised, has good IT skills (Microsoft Office) and is interested in joining our School community supporting our high achieving students. Previous experience in an educational setting is desirable but not essential.

For more information and an application form please visit our website:  
[www.cchs.co.uk/vacancies/](http://www.cchs.co.uk/vacancies/)

Completed applications to be emailed to: Mrs Rae Dale [HR@cchs.co.uk](mailto:HR@cchs.co.uk) with a covering letter addressed to Mr Stephen Lawlor, Headteacher.

**Closing date for applications: 4pm, Friday 24<sup>th</sup> January 2025**

**Interview date: w/c Monday 27<sup>th</sup> January 2025**

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. We reserve the right to appoint a suitable candidate prior to the application deadline so early application is advised.