



Chelmsford County High School for Girls

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



Appointment

Teacher of Physics (with opportunities to support our exciting STEM provision)

Full-time or part-time positions considered, from September 2026

Suitable for Experienced Teacher, Early Career Teacher
or a Physics Graduate who wishes to train with us

Salary: M1 £32,916 to UPS3 £51,048 per annum

(dependent on experience)

Closing date: 4pm, Wednesday 26th November 2025



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November 2025

Dear Prospective Applicant

Appointment of: Teacher of Physics

Thank you for your interest in applying for 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.

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. This expansion was completed in September 2024, with Sixth Form numbers rising to over 320 students.

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 most recent Ofsted Inspection took place in January 2024, with the school being judged "Outstanding" in all categories. In September 2024, the school was accredited with the NACE (National Association for Able Children in Education) Challenge Award, in recognition of excellence in provision for more able learners.

Our school is led by a strong team of senior staff and trustees 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:

- 1st in East Anglia, state girls' schools
- 3rd in East Anglia, all state schools
- 6th nationally, state girls' schools
- 20th nationally for A levels and GCSEs, 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 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 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 1276 students on roll with 376 in the Sixth Form. Our students follow a broad curriculum with equal value attached to each subject area. We 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 Hall with dance studio and fitness suite, and a new teaching block containing additional science laboratories and classrooms.

Trustees 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 45 full-time and 34 part-time staff.
- ❖ There is a **non-teaching establishment** of 55 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

- ❖ **Headteacher** **Mr Stephen Lawlor**

- ❖ **Deputy Headteacher** **Mrs Jo Cross, Academic**

- ❖ **Deputy Headteacher** **Miss Fiona Harrison, Pastoral**

- ❖ **Business Manager** **Mrs Melissa Mulgrew**

- ❖ **Assistant Headteacher** **Dr Michael Palmer, Community, Enrichment, & Opportunity**

- ❖ **Assistant Headteacher** **Mr Adam Selby, Teaching & Learning and Staff Development**



Introduction to Physics

The Physics department is a cohesive team, and the subject is well resourced with excellent technical support. Our students achieve exceptional grades at GCSE and in the Sixth Form most students are expected to achieve grade A*, A or B grades at A level.

Physics is taught to all students from Years 8 to 11 as a separate science and as modules within the Year 7 science curriculum where one teacher teaches all 3 sciences to the students over 7 lessons a fortnight. Students then study Physics as a separate subject for 3 lessons a fortnight in Years 8 and 9 following a curriculum designed to stretch them and prepare them for study of the GCSE Physics. From Year 9 up to the end of Year 11, students study for the AQA GCSE, having 5 and 4 lessons a fortnight in Years 10 and 11 respectively. Students in Year 12 and 13 study Pearson Edexcel Physics A level for 10 lessons a fortnight split between 2 teachers.

The ethos of the department is to develop students who are good physicists rather than simply meeting the needs of an examination. Lessons are pitched to stretch the most able within the class, whilst supporting those who find the subject more challenging; lessons will often go well beyond the confines of the basic curriculum or exam specification and all teachers within the department have excellent subject knowledge and training in both Physics and Engineering.

The Physics department is based in a purpose-built modern suite of science laboratories and there are 4 fully equipped Physics laboratories. The department also has a set of laptops complete with a range of software that can be used in lessons.

The department offers a wide range of STEM-focused extra-curricular opportunities designed to inspire and challenge students across all key stages. Some of these activities are delivered in collaboration with local companies and the Chelmsford Science and Engineering Society, providing students with valuable industry engagement and real-world context.

These include Physics lectures, trips, competitions, and dedicated enrichment days designed to broaden students' understanding of STEM subjects. The department also manages teams entering the Industrial Cadets Bronze and Gold Projects, runs Level 1 and 2 STEM Leaders' programmes, supports applications for Arkwright Scholarships, and facilitates participation in BPhO Challenges across various year groups.



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.



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- 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.



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 Trustee 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 provide a streamlined approach to administrative processes.



- 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 Alumnae 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 and counselling services available via the Employee Assistance Programme: Smart Clinic (see below).
- 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** – Angela Howell & Michelle Davis
- **Art Club** – Jonathan Harvey
- **Dance Club** - Clair Maslin
- **Sports & Swimming Clubs** – Georgie Sales
- **Staff Choir** - Chris Lamberti

Occupational Health & Wellbeing Services

Employee Assistance Programme: Smart Clinic

CCHS subscribes to the enhanced package provided by Smart Clinic. This means staff have access to a market-leading employee assistance programme with wellbeing services such as mood trackers, 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

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](#)



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. **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 Mrs Rae Dale, HR Manager, **for the attention of Mr Lawlor by email: HR@cchs.co.uk**



Chelmsford, Essex, named best place to live in the east of England 2025

[Alexandra Goss](#)

Friday March 21 2025, 6.00am, The Sunday Times

Chelmsford has always been a safe if slightly unsexy bet, but now the city has some funk to go along with its form and function making CM1 our regional No 1. Regeneration and investment over recent years have given the place a new spring in its step. This year the first station in more than a century to be built on the Great Eastern Main Line, the £195 million Beaulieu Park, will open, running between Norwich and London Liverpool Street. Trains will whizz from a new district northeast of the city centre into London in 40 minutes, relieving pressure on the main station, from where you can get into the capital in half an hour.

There's housebuilding everywhere and, last year, almost one in four buyers in the city were from the capital, according to Hamptons estate agency. The 610-acre, 3,600-home Beaulieu Park development was named Great Neighbourhood 2024 in the Academy of Urbanism Awards, with the judges praising the diverse travel options, sustainable housing and community-driven design. There's a vibrant neighbourhood hub with shops, a new net-zero school and 176 acres of public open green space; future plans include 26 acres of football pitches, allotments and an orchard.

Although Chelmsford's shopping and café scene is dominated by chains — Gail's moved in last year, with predictable queues for a £4 flat white — there's a growing number of buzzy eateries and cool, independent bars stocking local, sustainable produce. The cultural clout has increased dramatically. The theatre underwent a £3.25 million refurbishment in 2023 and now lands West End hits. There's also a more diverse and challenging range of shows, plus international film screenings. The city has a lively art scene, including a street art festival, while you can admire works from local boy Grayson Perry at the excellent Chelmsford Museum.

What are the best shops and restaurants in Chelmsford?

The centre has all the big-name chains you could desire (and some you really won't). There's a new Flannels department store, while the upmarket Bond Street has a John Lewis and brands such as the White Company, Foyles, Hotel Chocolat and an Everyman cinema. Plans have been submitted to demolish parts of the Meadows shopping centre and build hundreds of homes as well as a retail, commercial and leisure complex.

The new Cornish Bakery sells brioche buns alongside tortillas, scones and, of course, pasties, while Central Park Cafe is a must for dog-lovers — they'll even organise a pawty for your pooch. For brunch, there's Queenies; Fête serves excellent coffee and Taste of Italy is the place for pizza. For a special occasion, it has to be the award-winning Galvin Green Man, just north of the city.

In the 1980s and 1990s, Duke's nightclub was the stuff of legend and Chelmsford is now carving out a new music and bar scene near the main station. The Instagram account [@thebestofchelmsford](#) keeps locals abreast of what's new. Music venue and social enterprise Hot Box Live opened in the viaducts in 2016 and has been joined by Radio City Social, a craft brewery taproom and rock music venue. Thirst Drinks Syndicate serves specialty coffee by day and wine and spirits by night. And Hopsters on Moulsham Street sells craft ale and runs the Chelmsford Craft Beer Festival at the end of March.



Where can I travel to?

The fastest train reaches London Liverpool Street in 29 minutes, you can drive to Stansted airport in half an hour and the capital is easily accessible on the A12. Locals are spoiled for lovely walks, from Chelmer Valley Local Nature Reserve to RHS Garden Hyde Hall and the 574 acres of Hylands Park.

What is the mobile coverage in Chelmsford?

Good – a strong signal from the four main network providers.

How fast is the broadband?

Overall Gigabit availability is similar to Saffron Walden, but 35 per cent of homes have a choice of two full fibre networks and that is growing.

What are the best schools in Chelmsford?

Several state primaries appear in [the Sunday Times Parent Power guide](#), as does the private New Hall School, which goes from nursery to age 18 (prep day fees from £13,068 a year; boarding from £28,899). Chelmsford's selective grammars are a huge draw: King Edward VI Grammar School, boys only until sixth form, is the Parent Power State Secondary School of the Year in East Anglia 2025, while Chelmsford County High School for Girls is not far behind in terms of A-Level and GCSE results.

Where is the best area to live?

Beaulieu Park has a range of property sizes in sensitive local vernaculars – a two-bedroom house starts at about £375,000 – and the medical centre is scheduled to open soon. If you prefer a period property closer to the city centre, Springfield Road has handsome Georgian and Victorian houses, the largest of which cost more than £1 million.

What are the house prices in Chelmsford?

Average	property	price:	£468,400
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Source: Halifax using Land Registry data

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.





Teacher of Physics

Full-time or part-time positions considered, from September 2026

Suitable for Experienced Teacher, Early Career Teacher

or a Physics Graduate who wishes to train with us

Salary: M1 £32,916 to UPS3 £51,048 per annum

(dependent on experience)

Closing date: 4pm, Wednesday 26th November 2025

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 Physics 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 Physics and has the ability to inspire students to success.

To compliment the ethos of the department, to develop students who are good physicists rather than simply meeting the needs of an examination, we welcome applications from teachers who believe in students achieving their full potential.

All teachers within the department have excellent subject knowledge and training in both Physics and Engineering. This position is also an excellent opportunity for trainee teachers who possess a real passion for the subject.

For an application pack please visit the School website www.cchs.co.uk and return completed applications to Mrs Rae Dale, HR Manager, for the attention of Mr Lawlor: HR@cchs.co.uk

Closing date for applications: 4pm, Wednesday 26th November 2025

Interview date: w/c 1st December 2025

The Academy Board 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.