

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



Appointment Teacher of English

Salary: M1 to UPS3 (£24,373 to £40,490 per annum)

Recruitment and retention payments are available, dependent on experience

Required: September 2020

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March 2020

Dear Prospective Applicant

Appointment of: Teacher of English

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, and 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 experiences 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 Head – Curriculum – Mrs Emma Ledwidge**
- ❖ **Deputy Head - Pastoral – Mrs Maria French**
- ❖ **Assistant Headteacher - Head of Sixth Form – Dr Michael Palmer**
- ❖ **Assistant Head Teaching & Learning and Staff Development – Mrs Jo Cross (from September 2020)**
- ❖ **Business Manager – Mrs Melissa Mulgrew**





Introduction to the English Department

The English Department consists of six teachers, four of whom are full-time specialists. It is part of a Faculty structure that includes Drama and Psychology and links are strong between these Departments.

All of Key Stage 3 are taught in groups of 30. Years 7 and 8 are taught in their form groups, whereas Year 9 classes are in mixed sets. Year 7 has six hours of English per fortnightly cycle; Year 8 will have seven; and Year 9 have six. The Key Stage 3 programme has been revised as part of a review of provision for this stage. We have created our own CCHS Key Stage 3 curriculum.

At GCSE, students are entered for AQA GCSE in English Literature and English Language, as well as the Spoken Language Endorsement. They are currently taught in groups of 24 and have six periods in Year 10 and eight in Year 11. The texts taught for examination this year will be *An Inspector Calls*, Shakespeare's *The Merchant of Venice*/*Much Ado About Nothing*, Mary Shelley's *Frankenstein* and the AQA poetry anthology.

In the Sixth Form, students study for the AQA English Literature A Level, which includes the 'Love through the Ages' paper in Year 12 and the 'Texts in Shared Contexts' paper in Year 13. The texts taught for examination this year include *Othello*, *Jane Eyre* and the AQA anthology of love poetry through the ages (pre-1900); *The Handmaid's Tale*, *A Streetcar Named Desire* and *Feminine Gospels*, in conjunction with a variety of unseen prose and poetry.

English teaching takes place in two large classrooms, two smaller and one small seminar room. All rooms have interactive whiteboards and a standalone computer. All of the teaching rooms have 'lending bookshelves' full of texts that students can borrow to read – this is especially popular at Sixth Form. There is excellent IT support. Computer rooms are bookable by all staff and are particularly useful for parts of the English curriculum. The English Department has help from two librarians, one of whom introduces library skills in Year 7. Subject Prefects also assist the Department with Open Evenings, Options Evenings and events hosted by the Department.

The English Department contributes to our enrichment programme, particularly Drama: the first Enrichment Day of the academic year involves teaching and performing Shakespeare for primary school children, and a range of dramatic and literary activities are run by the teachers of the three departments. The second Enrichment Day of the school calendar consists of a day of workshops supporting Year 11 students in the lead up to their exams. One member of the English staff also teaches History, and the relationship between these departments is equally strong, with collaborative lectures frequently taking place at the Philosophy of History society meetings. As well as this, the English Department runs a Sixth Form Close Reading group for pre-university close analysis of texts beyond the curriculum, and organises annual lectures by visiting academics for the whole school. There is a student-run literary society for Years 10 and beyond, 'The Woolf Society', which is student-led and sees students presenting their own papers and academic research. There is also a literary magazine, 'The Eyrehead', which is similarly produced by students and which benefits from Departmental support and encouragement.

Further extra-curricular activities include: debating, theatre visits, creative writing societies and the Jack Petchey Speak Out public speaking competitions. The Bar Mock Trial and Mock Magistrates competitions are also led from within the department, which particularly successful recent trips to Cardiff and New York. There will be an opportunity for the successful candidate to contribute to these, as well as organise any other activities of interest to themselves and the students.



Role 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

To assist the Headteacher and Leadership Team in the overall management and development of the school

DUTIES

The Teachers' Pay and Conditions Document 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.

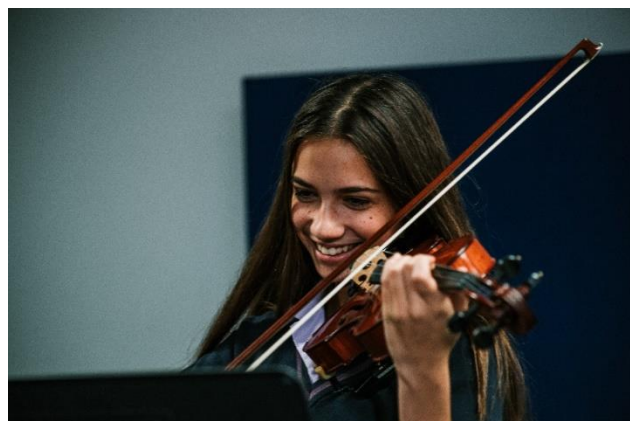
KEY FUNCTIONS

- 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.

Teacher of English

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| Skills and Abilities | <ul style="list-style-type: none">• 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 English Teacher• A commitment to celebrating students' achievements, skills and talents, as well as an ability to tackle problems effectively |
| Knowledge and Experience | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 |

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.





**Teacher of English
Experienced or NQT**

Salary: M1 to UPS3 (£24,373 to £40,490 per annum)

Recruitment and retention payments are available, dependent on experience

Required for September 2020

Chelmsford County High School for Girls is one of the most successful girls' selective schools in the country. This is, therefore, an ideal opportunity for a well-qualified teacher of English, experienced or NQT, to gain experience teaching some of the most motivated and able students in the county.

The successful applicant will join a thriving and dynamic Department, enjoy working with talented students, and be part of a collaborative team. We are seeking to appoint a professional who has a passion for English, the ability to drive students to great success, and the willingness to contribute to the wider life of the school are required.

Our English teaching is of a very high standard, as demonstrated by excellent examination outcomes at both GCSE and Advanced level. We deliver the AQA (9-1) specifications for GCSE English Language and English Literature and the AQA course at Advanced level. The successful candidate will have proven subject knowledge and the ability to inspire our students. There is a strong record of students going on to read English at university.

[For graduates interested in training with us, a letter of application, as well as a CV will also be relevant.](#)

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 applications: Friday 3rd April 2020

Interview date: To be advised

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.