

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



### Appointment

## Physical Education (maternity cover) Teacher or Subject Leader

Subject Leader TLR (FTE £5,528) available for a suitable colleague.

Part-time (FTE0.80) to full-time will be considered.

Open to experienced teachers and early career teachers.

**Start date: November 2024**

**Salary: M1 £30,000 to UPS3 £46,525 per annum (for a Qualified teacher)**

**Closing date: 4pm, Monday 17<sup>th</sup> June 2024**



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Thank you for your interest in applying for the post of **Teacher of Physical Education (maternity cover), with a Subject Leader TLR available for a suitable colleague**. The successful candidate will have the opportunity to teach their specialism at both KS3 and GCSE, with the possibility of A level teaching. 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 instructive to visit our 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. Expansion will be completed by 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.

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 2024 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
- 4<sup>th</sup> nationally, state girls' schools
- 10<sup>th</sup> nationally for GCSEs, all state schools
- 12<sup>th</sup> nationally for A levels and GCSEs, all state schools

We are seeking to appoint a person with the skills, knowledge, and experience to complement our 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.



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## Introduction

### STUDENTS

Chelmsford County High School is a wonderful place to work, with a caring ethos. Our students are motivated, pleasant, courteous and enormous fun! They like school, and enjoy learning, achievement is high, and almost all our students go on to Higher Education at the most competitive universities, including Oxford and Cambridge.

### THE SCHOOL

Chelmsford County High School for Girls (CCHS) 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, CCHS is a selective grammar school with academy status.

In September 2020, we expanded our intake for Year 7 admitting 180 students per year. 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 1186 students on roll with 315 in the Sixth Form. Our students follow a broad curriculum with equal value attached to each subject area. We have been awarded the Artsmark Gold Award, which celebrates the emphasis we put on creativity across our curriculum.

We are 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.

We are a very busy school, placing 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 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, which 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. 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 and 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 in an exemplary manner, and the atmosphere in the School reflects our high expectations of them in this respect.

## STAFF

- ❖ The School currently has a **teaching establishment** of 40 full-time and 38 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 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 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 the Physical Education Department

The Physical Education Department at Chelmsford County High School for Girls is currently staffed with three full-time teachers and three part-time teachers. Outside coaches are also deployed when necessary. We share resources and ideas, both formally and informally. The facilities currently consist of an Astro-turf pitch, four netball courts/five tennis courts, a swimming pool and a gymnasium. With the expansion of our School, a new Sports Centre was opened in September 2022, comprising a Sports Hall, a Fitness Suite, a Dance Studio and a Gym.

Physical Education is compulsory for all years. In Key Stage 3, students have two 1-hour lessons per week, Key Stage 4 have three 1-hour lessons per fortnight. At Key Stage 5 students have a 2-hour lesson fortnightly, where they select from a variety of activities in and out of school. Approximately 40 girls take the AQA full course GCSE PE in Years 10 & 11 as an option. Due to the popularity and strength of the subject, we began teaching AQA PE A level from September 2023.

The Department offers a wide range of extra-curricular activities allowing participation at all levels. We pride ourselves on the commitment and support given to our able and talented students and teams, ensuring they have the opportunity to be competitive at local, county and national level across a host of sports. Our teams and sportswomen consistently achieve success at all levels. We also work to involve our students in the physical activities that will ensure their life-long commitment to exercise, fitness and healthy living.





## 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. SEND, 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.





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- 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

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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

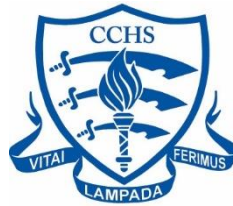
- Excellent subject knowledge.
- A detailed understanding of all current educational initiatives which apply to the subject.
- Recent teaching experience (or appropriate training) with secondary age students.
- An understanding of Health and Safety issues within an educational setting.

## 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 and dedicated 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, SAMPeople and Smart Clinic, to provide effective access to services.
- 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/rescheduled in response to workload demands.
- External invigilators employed to supervise school and public 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 (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** – Angela Howell and Michelle Davis
- **Art Club** – Jonathan Harvey
- **Dance Club** – Clair Maslin
- **Sports & Swimming Clubs** – Georgie Sales
- **Staff Choir** – Stevie Millen

## 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 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

- Your Best Friend's Guide to Cash: [The best discounts for teachers and school support staff – Your Best Friend's Guide to Cash \(yourbestfriendsguidetocash.co.uk\)](http://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](#)



## 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.

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](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 – judged university of the year 2023.

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 is a vibrant area both by day, with extensive shopping and leisure facilities and by night, with a wide array of establishments offering evening entertainment and enjoyment.







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**Open to experienced teachers and early career teachers.**

**Start date: November 2024**

**Salary: M1 £30,000 to UPS3 £46,525 per annum (for a Qualified teacher)**

**Closing date: 4pm, Monday 17<sup>th</sup> June 2024**

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 Teacher of PE, 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 PE and has the ability to inspire students to success. For a suitable colleague, there is a Subject Leader TLR available.

We are very proud of our PE outcomes and competition results; 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 candidate will have the opportunity to teach their specialism at both KS3 and GCSE (AQA), with the possibility of A level (AQA) teaching.

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

For an application pack please visit the School website [www.cchs.co.uk](http://www.cchs.co.uk) and return completed applications to Mrs Rae Dale, HR Manager: [HR@cchs.co.uk](mailto:HR@cchs.co.uk)

**Closing date for applications: 4pm, Monday 17<sup>th</sup> June 2024**

**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.