



Candidate Information Pack

Contents

| | |
|---|---|
| Cheadle Hulme High School: Information for candidates | 3 |
| Laurus Trust overview | 5 |



Cheadle Hulme High School: Information for candidates

The following notes give initial guidance to candidates applying for posts at the school and should be read in conjunction with the enclosed details of the particular post.

Cheadle Hulme High School

Cheadle Hulme High School (CHHS) is a hugely oversubscribed academy converter with a reputation locally, and further afield, for outstanding teaching and learning through the relentless pursuit of excellence and a determination to ensure that every child succeeds. CHHS is a Teaching School and has been judged Outstanding in every category by Ofsted in 2011 and 2015. In the new 2016 Progress 8 Headline measure CHHS came in the top 5% of schools nationally and also ranked as the 25th highest attaining comprehensive school nationwide in the annual Sunday Times Parent Power Survey 2016. This year CHHS is ranked in the top ten most sought after schools in Greater Manchester. The attainment and progress of our disadvantaged students, with 70% gaining A*-C in English and Mathematics and a Progress 8 score of 0.3, is also significantly above national averages for all students.

CHHS became an 11-18 school in September 2013, with approximately 1500 students on roll. Our dedicated Sixth Form Centre opened in September 2014. We were designated a Teaching School in April 2012. We are the founder school of a newly formed Multi-Academy Trust (MAT) with an outstanding academic record.

The Area

Cheadle Hulme is a pleasant residential suburb of mainly private housing on the south western edge of the Borough of Stockport and about eleven miles south of the centre of Manchester. The location enjoys the advantages of proximity to the open countryside of Cheshire and the Peak District and the cultural and sporting activities of a major city.

The Students

Most students come from our immediate location and eight partner primary schools. They are keen to learn and a pleasure to teach. Parents are supportive of their children and the school. We are proud of our achievements and reputation locally for providing education and guidance of a high quality.

Internal Organisation

A year system operates from year 7-13. Induction of Year 7 students is a key priority and builds upon strong links with our primaries and an induction programme in Year 6.

At Key Stage 3 students are taught in a mixture of setted and mixed attainment groupings. Setting exists in

Key Stage 4 for Maths, English and Science. Students choose from a broad range of optional subjects at GCSE or BTEC.

Teaching School

As a Training School for twelve years and a Teaching School for a further four, CHHS is very experienced in Initial Teacher Training and is aware of how capacity for ITT can be increased and enriched in order to produce the best teachers for future generations.

CHHS leads the Altius Alliance, which has been involved in School Direct since its inception in 2012 and was designated as a school-centred initial teaching training provider (SCITT) for the age range 11-16 from September 2015. We have already awarded QTS to our first cohort, all of whom secured full time employment and we are currently providing training to 26 Associate Teachers in the EBacc subjects and 13 School Direct Associate Teachers in other curriculum areas.

Our intention is to further grow our provision over the next 5 years with the ultimate aim of recruiting and training the majority of the Laurus Trust's teachers within our own SCITT, thus ensuring the very highest calibre of teachers with the very best training.

In addition to our work with Initial Teacher Training we also provide high quality support for a number of schools in the North West. The Teaching School currently has 49 Specialist Leaders of Education who support colleagues in other schools and deliver Continuing Professional Development & Pedagogy to our Associate Teachers.

Our aim is to ensure that all of our teachers are research literate and as such we offer an in-house Masters degree in education which is subsidised through the Trust.

Pastoral System

We believe the care and guidance of our students via our Pastoral System to be a real strength of the school.

Students are placed in mixed ability forms and allocated a form tutor who usually stays with them for the full five years. Our students and form tutors are led by a non-teaching Head of Year who also moves up through the school with the year group developing outstanding relationships with both the students and their parents/carers. A member of the Senior Leadership Group is also attached to each year team to ensure academic progress, as well as a Head of House.

We have a well-established behaviour policy and our rewards system is fully embedded in the school.

Timetable

A twenty-five period week of one hour units operates. The formal start of the day for staff begins at 8.20am with briefings held three days a week. We have unit 6 lessons from 3-4pm in our Sixth Form. Lessons in years 7-11 end at 3pm.



Laurus Trust overview

Context

The Laurus Trust is a newly formed Trust with Cheadle Hulme High School, the founder school, at its centre.

In the new 2016 Progress 8 Headline measure CHHS came in the top 5% of schools nationally and also ranked as the 25th comprehensive school nationwide in the annual Times Parent Power Survey. This year CHHS is ranked in the top ten most sought after schools in Greater Manchester. Gorsey Bank, a high performing local Primary School joined Laurus on October 1st.

The Trust currently has five Free Schools in the pre-opening phase. Three are due to open in September 2018:

- Cheadle Hulme Primary School in Stockport, a 4-11 Primary School
- Laurus Cheadle Hulme in Stockport, an 11-16 Secondary School
- Laurus Ryecroft in Tameside, an 11-18 Secondary School

In addition, we have an 11-18 Secondary School in Didsbury (Manchester) opening in September 2019. We have also been approved to open an 80 place Alternative Provision School in Stockport – Laurus AP. The Pendlebury Centre, an Outstanding PRU, is currently in the process of joining the Laurus Trust.

Laurus Vision

'For everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.'

The key belief of Laurus is that the all-round educational attainment of individual students is substantially promoted by their participation in a whole range of activities, not just classroom based academic ones. Inspiring students through these activities will enable them to become better motivated, as well as being more respected by their peers.

The access to funding from the Law Family Charitable Foundation will empower The Law Family Education Trust (LFET) to effectively enable all students within the Laurus Trust to have the same access to high quality enrichment as those students who attend private schools.

Training in the use of voice, and performing arts generally, will inspire confidence and enhance the presentation skills of the pupils. Other extra-curricular activities, together with regular sport and exercise, and a sense of competitive spirit, will increase personal well-being, health and concentration levels. The

Trust will also promote team building skills, leadership, and a passion to perform to the best of one's ability in all disciplines. These higher levels of individual betterment will be achieved across all ability levels through a wide scope of activities. Leadership is a skill to be learned and cultivated. Students will learn about the importance of success, and how to cope with setbacks, not as failure but as a springboard to better achievement. There will be a focus on developing presentation skills and self-confidence in general. Inspiring students to broaden their horizons and believe that 'anything is possible', is absolutely key to post-education success.

Education starts no later than primary school entry. Delivering better developed cohorts of pupils into secondary schools will foster a much stronger springboard for further success, and help to ensure that no child gets left behind as a consequence of background or other difficulty.

From nursery through to sixth form we will strive to provide the best all-round educational experience.

Culture

Achieving self-worth for every child by being unashamedly academic, unapologetically aspirational and by having uncompromising standards.

All strategy decisions in each Laurus school will be carefully considered with reference to a continued move towards agreed cultural norms. All Laurus schools will develop a culture of:

- Valuing hard work – we do whatever it takes for as long as it takes.
- Continuous improvement
- Respect & trust
- High expectations & ambition
- High autonomy, high accountability
- Praise and reward - celebrate success & learn from failure

Drivers

These are the core principles that drive the culture in order for the vision to be fulfilled:

- Cornerstones
- Qualities, attitudes and habits
- Leadership guiding principles
- Professional learning

Leadership Guiding Principles

The leadership guiding principles outline how we expect our schools to be led and managed.

Laurus leaders believe that every child, regardless of background or circumstance, will achieve self-worth and success through recognising what it takes to achieve and working hard to attain it. They set aspirational goals within a robust framework of academic excellence and uncompromising standards that inspire children to thrive in all environments.

Laurus recognises and rewards potential in the pursuit of excellence.

Laurus leads in education, building educational communities and securing successful futures for all.

Qualities, attitudes & habits

Laurus schools will develop the following qualities, attitudes and habits:

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| Courage | Not running from or avoiding challenge; speaking up for what's right |
| Vitality | Approaching life with excitement and energy; feeling alive and activated |
| Self-control | Regulating what one feels and how one behaves; being self-disciplined |
| Social intelligence | Being aware of motives and feelings of other people and oneself |
| Optimism | Expecting the best in the future and working to achieve it |
| Perseverance | Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience. |
| Curiosity | Taking an interest in experience for its own sake; finding things fascinating |
| Integrity | Speaking the truth and presenting oneself sincerely and genuinely |
| Gratitude | Being aware of and thankful for the good things that happen |

(Peterson and Seligman, 2004)

These qualities, attitudes and habits will be embedded within systems and practice and combine with the cornerstones to ensure that students develop the human capital needed for success.

Cornerstones

Our academic curriculum is knowledge led and ensures that the needs and talents of all students are recognised and developed.

We do not just wish for our students to be successful whilst they are with us. We wish to develop the Knowledge, Attitudes, Skills and Habits (KASH) that will allow them to continue to be successful in whatever route they choose.

Our ethos is built on four Cornerstones:

- Academic Aspiration
- Culture, Creativity & Rhetoric
- Competition and Physical Endeavour
- Leadership and Service

Academic Aspiration

Our vision is for all of our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Leadership & Service

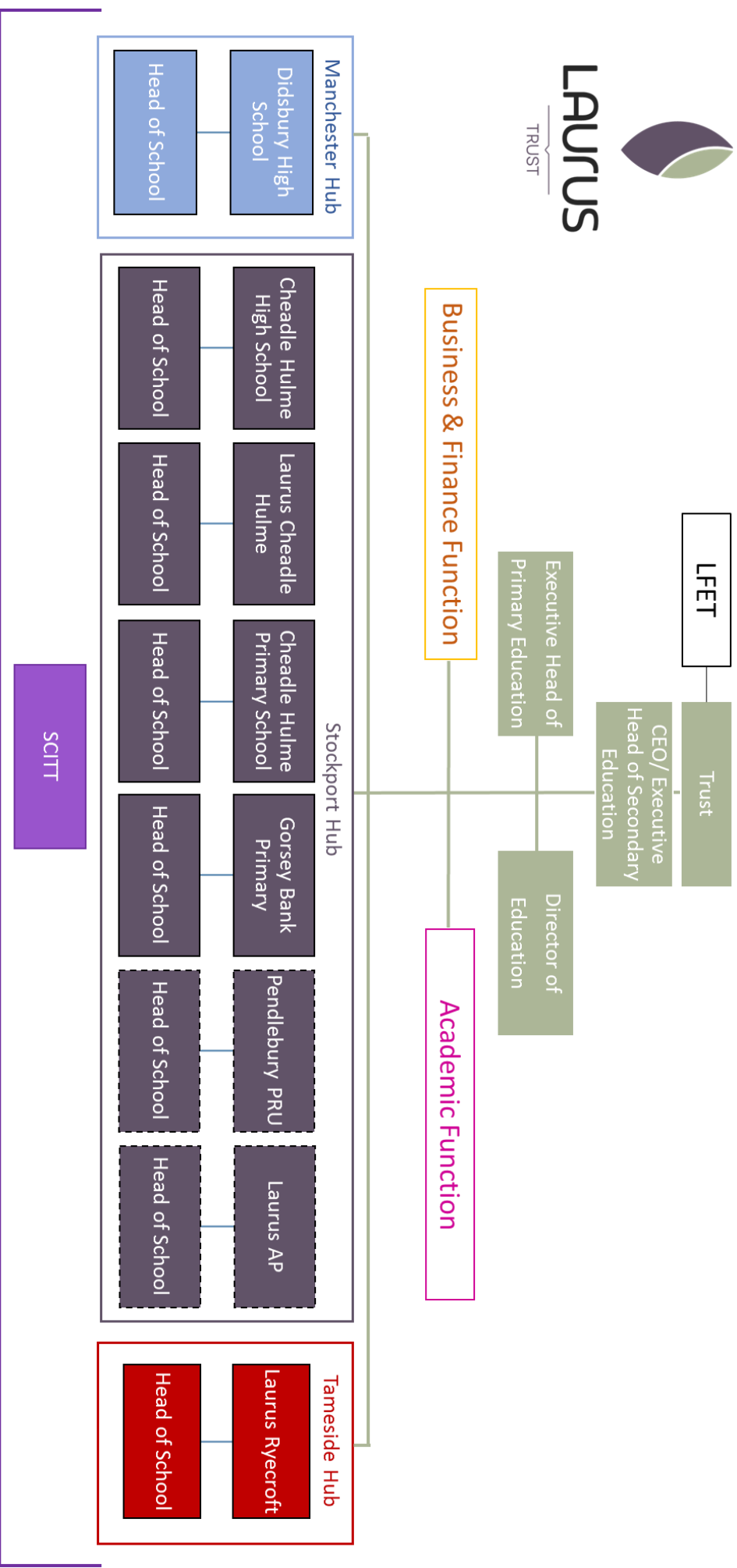
We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities. By the time they leave us, we want each student to have that true sense of self worth which will enable them to make wise choices, stand up for what is right and what they believe in and, in doing so, be of value to society.

Competition & Physical Endeavour

We believe that physical activity and competition, both inter and intra school, are vital to the holistic development of young people, fostering their physical, social and emotional health. We want our students to approach competition with optimism and vitality; to relish the opportunity to demonstrate determination, creativity and perseverance in order to overcome challenges; to understand that hard work and commitment lead to a greater chance of success and that obstacles are temporary but achievement lasts for a lifetime.

Culture, Creativity & Rhetoric

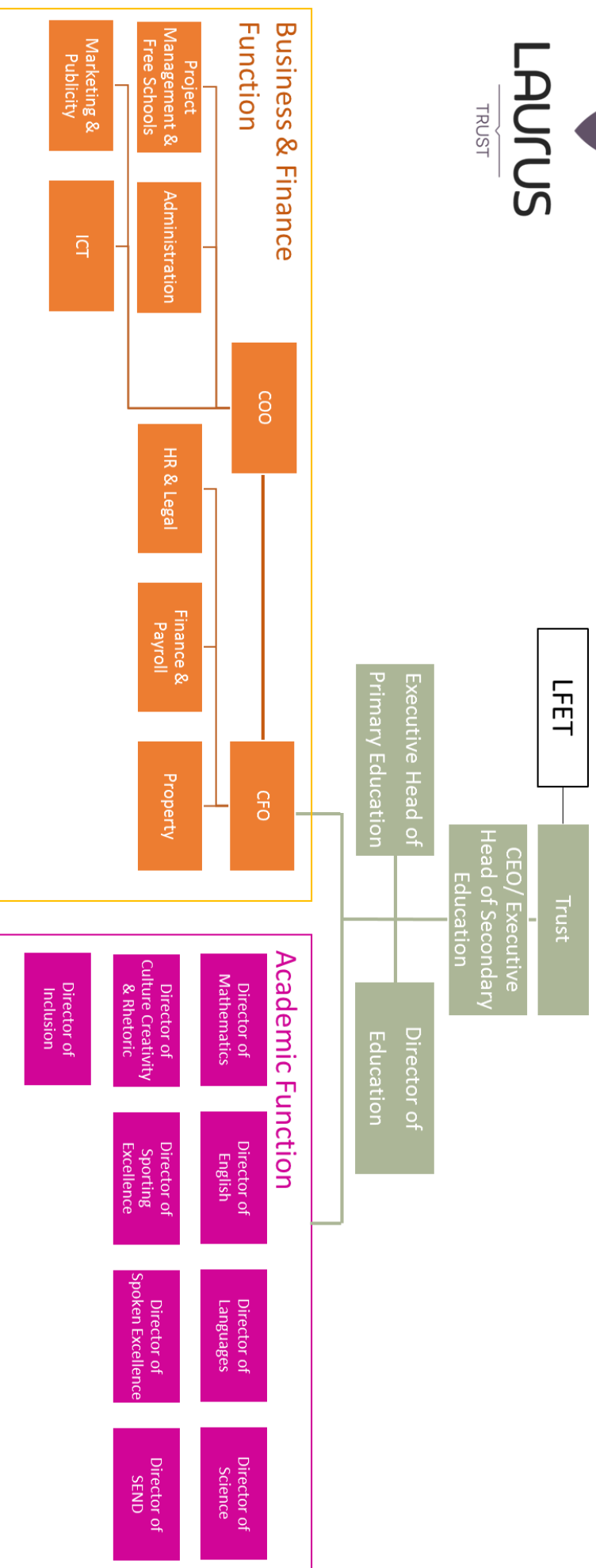
Alongside our high aspirations for academic success, we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in art, music and drama. We want our students to appreciate that great writing gives us access to ideas which challenge our thinking; that the power of language gives us the opportunity to make our voice heard and present our own ideas with courage, conviction and impact; that the Arts open up worlds which we might not otherwise inhabit. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.



The Altius Teaching School Alliance



LAURUS
TRUST





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