



Cheadle Hulme School

Appointment of Deputy Head (Pupil Welfare) Required for September 2018

The School - A Background

Founded in 1855 by a small group of Victorian philanthropists in Manchester, Cheadle Hulme School began its life educating the “orphans and necessitous children” of warehousemen and clerks during the Industrial Revolution.

Over the years since its inception, the School has grown in ways far beyond the imaginings of its Founders: the introduction of fee-paying day pupils was the first step towards the School becoming, as it is now, a very successful, independent, co-educational HMC day school, providing high quality education to boys and girls, aged 4 to 18, from all over the North West.

The School currently has 1414 students and is truly co-educational: there are 648 girls (46%) on the school roll and 766 boys (54%).

The School is committed to honouring the original intentions of the Founders by providing bursaries for students whose financial background would otherwise preclude them from a CHS education.

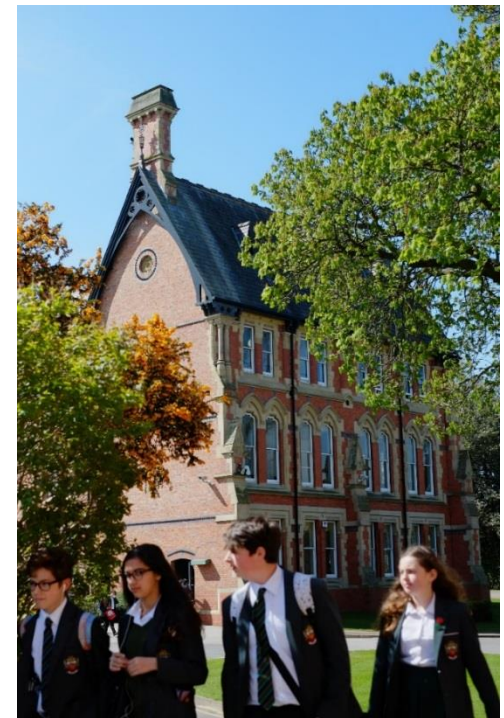
The School has a Ten Year Strategic Plan (2011-2021) which informs its future aspirations and priorities.

[Cheadle Hulme's vision and aims](#)

[What it is like to work in Cheadle Hulme School.](#)

The School's Aims

- That each student experiences a challenging, dynamic and relevant education which enables them to reach their full academic potential and flourish in a rapidly changing world;
- That each student develops a love of learning that extends beyond the confines of examination courses, and is able to work effectively in a variety of settings;
- That each student develops a strong set of personal values and learns to value themselves and others, appreciating difference and individuality and supporting those in need or less fortunate than themselves;
- That each student discovers and develops a broad and relevant set of skills and aptitudes, which enable them to undertake useful and effective roles in their communities.



Curriculum

Cheadle Hulme School is an academically selective School that prides itself on providing a challenging academic curriculum, aiming to stretch and develop the intellectual capacities of each student.

The School offers a broad curriculum, which begins in the Junior School, where from Reception, children are gradually introduced to the study of particular subjects, with the emphasis on literacy and numeracy. From Year 3, students follow a subject-based curriculum, which includes ten subjects.

In the Senior School the curriculum is broader. In Year 7, all students gain experience in: Art & Design, Computing, Classical Civilization, Design Technology, Drama, English, Geography, History, Mathematics, Music, Religious Studies, Science and Spanish. In Year 8, they also begin to study Food & Nutrition, German and Latin. In Year 9, General Science is replaced by Physics, Chemistry and Biology and students have some discretion over which 'option' subjects they would like to continue to study, including the addition of French as a third Modern Language option.

All students take a minimum of nine subjects at GCSE/IGCSE, which include English Language, English Literature, Mathematics and a Modern Language. Students can take either separate sciences or Dual Award Science. They choose their other courses from a wide range of options. IGCSE is currently offered in Biology, Chemistry, Drama, English Language, English Literature, French, German, History, Mathematics, Physics, Science (Dual Award) and Spanish. In the last two years, both GCSE PE and Computer Science have been included in the range of other GCSE subjects available (Geography, Religious Studies, Latin, Art & Design, Music, Design Technology and Food & Nutrition). Further Mathematics and Greek are also available as additional subjects. Alongside the academic curriculum, students have lessons in Well Being, Physical Education and Games from Year 7 through to Year 11.

At post-16, CHS offers both Advanced Level and Cambridge Pre-U examination courses. Students in the Lower Sixth will most commonly take four subjects; reducing to three in the Upper Sixth. An increasing number of students complete an Extended Project Qualification in addition to their A Level and Pre-U courses.

At Advanced Level, the School offers: Art & Design, Biology, Chemistry, Classical Civilisation, Design Technology, Drama & Theatre, English Language, English Literature, Mathematics, Further Mathematics, Music, History, Latin, Politics, Physical Education, Physics and Psychology.

Pre-U courses are followed in Business Management, Economics, French, Spanish, German, Geography, and Philosophy & Theology. Alongside the academic curriculum, students take part in Sixth Form Enrichment and Games Programmes. In the Upper Sixth, students take a weekly Extension Class in the subject area that they will be applying for at university.



Pastoral Care

Pastoral Care at CHS is not just about dealing with things when they go wrong; it is about developing habits and understanding within every pupil to enable them to flourish. The School's motto 'in loco parentis' is as relevant today as it has ever been and the well-being of every pupil remains a priority.

CHS provides an inclusive, supportive and caring environment where pupils are valued for who they are, not just for what they can do. We aim to develop self-awareness and self-confidence in all of our pupils to allow them to respond positively to challenge. It is imperative to establish and maintain effective relationships with every parent/carer so that we work together for the benefit of every child at CHS.

We aim to develop in our students the core Waconian values of **Integrity, Compassion, Endeavour, Resilience and Contribution**.

Pastoral Care at CHS falls into three areas:

Pastoral Curriculum - this includes both the 'hidden curriculum' that is the ethos and values of the School, the day to day relationships between staff and pupils, the opportunities for moral, spiritual, social and cultural development as well as the more formal and overt Well Being Curriculum and Pastoral Programme.

Pastoral Support- where individual pupils who are having problems be they of an academic, social, emotional or behavioural nature are effectively supported by the pastoral team.

Pastoral Control - a clear and consistently implemented discipline system that commends and rewards good conduct whilst acknowledging and challenging inappropriate behaviour. Through our clear expectations and focus on character and values, pupils are encouraged to exercise individual and social responsibility, a vital ingredient to pastoral care.

A Dedicated Pastoral Team

The Senior School is divided into three smaller Schools: The Lower School (Years 7 and 8), The Upper School (Years 9, 10 and 11) and The Sixth Form. These Schools allow pupils to feel part of a smaller community and ensure that every pupil is known and feels valued.

Each Year group is led by a Head of Year who coordinates the pastoral programme for their year group and is responsible for monitoring the progress of the cohort academically and making sure that the pupils are happy, supported, included and involved in the wider life of the School.

An enhanced tutor system, which places the Form Tutor as a mentor at the centre of the pupil's school life, provides individuals with the guidance that they need to build on their skills and further develop their academic profile over the course of their education. The Form Tutor is a fundamental person in the life of each pupil and is the first point of contact for parents.

Three dedicated Student Managers support the Form Tutors closely and work with individuals and groups of pupils to promote the welfare and to provide the best outcomes for all within the relevant School. Responsibility is placed on the Student Manager for monitoring the attendance, punctuality, behaviour and attitudes of the pupils and the impact of these factors upon learning. Student Managers are non-teachers and are best placed to deal with day-to-day issues as they arise.



Co-Curricular Activities

Great emphasis is placed on co-curricular activities; we believe in the value that the students derive from learning beyond the classroom, of developing their talents and improving their social skills through diverse activities.

A House system has been recently re-introduced and there are numerous House activities encouraging participation in sport, music, drama, charitable events and academic competitions. The House structure also provides many opportunities for leadership.

All students participate in the Games programme as part of their curriculum, through which they sample all the major sports. Beyond this, pupils are able to engage with a wide range of further sporting opportunities through social and team practices.

The School has a justified reputation for the quality of its Music. Young musicians have a chance to play or sing in a range of choirs, the Big Band, the Concert Band, the Orchestra and numerous other ensembles.

We have a long and proud tradition of dramatic productions: two major productions are staged each year as well as there being GCSE and Advanced Level showcase evenings. There is a flourishing Musical Theatre Club pupils and an annual Sixth Form self-directed production.

Lunchtime and after-school clubs and societies exist to give every student the opportunity to broaden themselves and their education. A wide range of educational trips are also offered with some day trips taking place during curriculum time and many longer residential visits undertaken in the holidays. Comprehensive details of these can be found in the 'CHS Life' section of the School's website.



School Leadership Structure

The principal leadership positions in the School are the Head, the Second Master, two Deputy Heads (Teaching & Curriculum and Pupil Welfare), the Head of the Junior School, the Chief Operating Officer and the Director of External Relations. From September 2018, there will also be the newly created role of Deputy Head (Admissions, Service & Partnerships).

The Appointment

We seek an outstanding, experienced individual with a proven track record of leading on and delivering exceptional pastoral care for all pupils.

As part of the Senior Leadership Team, the Deputy Head (Pupil Welfare) is the Designated Safeguarding Lead, and takes responsibility for all matters relating to the well-being and safeguarding of pupils, ensuring the highest standards of pupil welfare and behaviour.

The successful candidate will have an unshakeable commitment to every child achieving their potential within the context of the education of the whole child and will build upon the significant developments made to the pastoral programme in recent times to ensure we are able to effectively support the needs of the modern pupil.

Please find the Senior Leadership organisation chart, Deputy Head (Pupil Welfare) Job Description & Person Specification and the Designated Safeguarding Lead Job Description at the end of this document.



Remuneration package

The successful candidate will be offered an attractive salary package. Please see the full list of [benefits](#) on our website.

Application procedure

A completed Application Form and covering letter should be sent before 9am on Monday 26 February 2018, to the Human Resources Department, Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheshire, SK8 6EF. (Tel 0161 488 3330).

We require candidates to use the Deputy Head (Pupil Welfare) Application Form, which can be found on the website.

First Round interviews will take place on Thursday 8 March 2018 and Second Round interviews will take place on Wednesday 14 March 2018.

Unfortunately, if you have not heard from the School in response to your application by Friday 2 March 2018, you will not have been short-listed for interview.

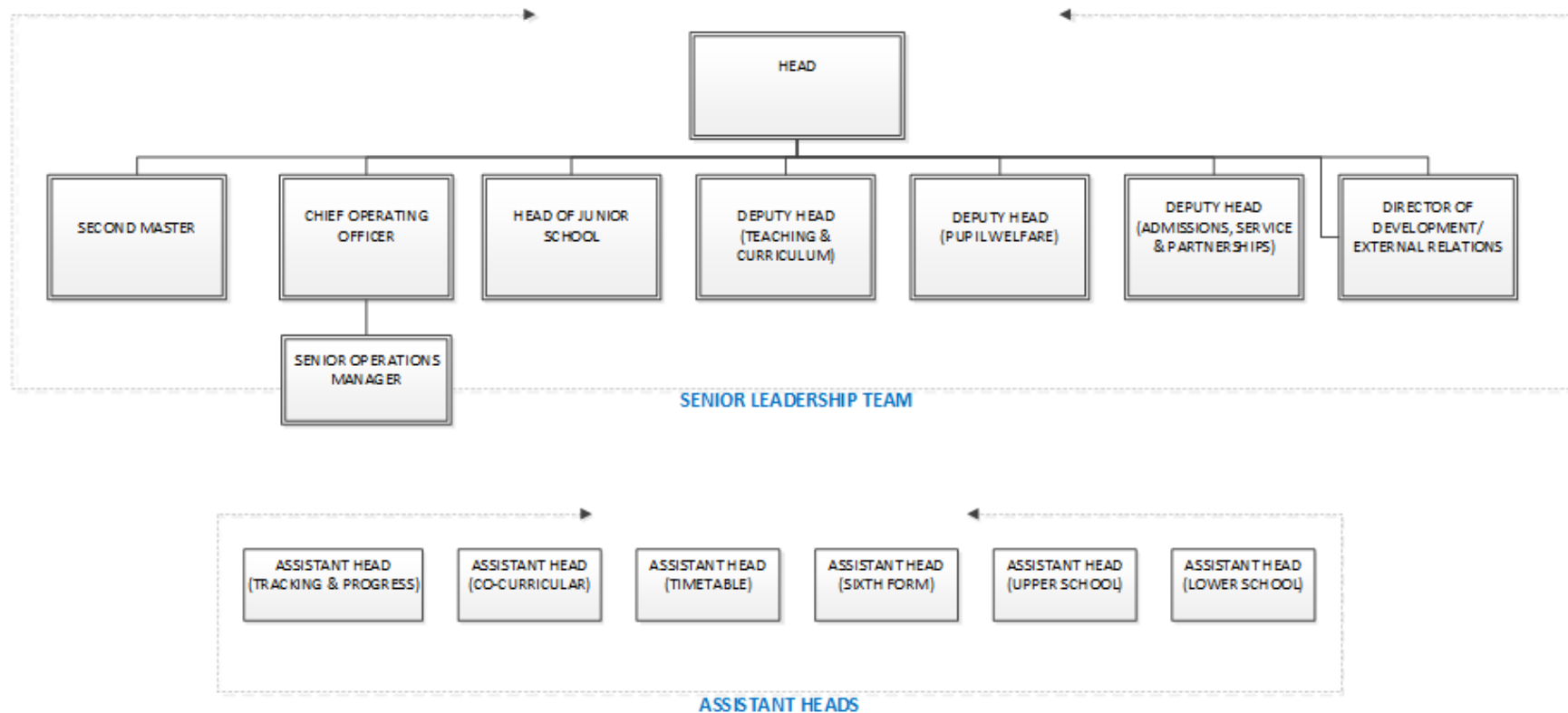
Email applications are welcome to humanresources@chschool.co.uk

(Cheadle Hulme School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All appointments at Cheadle Hulme School are subject to clearance by the Disclosure & Barring Service and to identity and qualification checks).

Cheadle Hulme School is an equal opportunities employer and values a diverse workforce; we welcome applications from all sections of the community.



School Leadership Structure





Cheadle Hulme School

Job Description

Job Title: Deputy Head (Pupil Welfare)

Reports to: Head

Job Purpose:

As part of the Senior Leadership Team, the Deputy Head (Pupil Welfare) is responsible for all matters relating to the well-being and safeguarding of pupils, as well as ensuring the highest standards of behaviour. With the Senior Deputy Head and Deputy Head (Teaching and Curriculum), the Deputy Head (Pupil Welfare) ensures all aspects of pupil progress (academic, pastoral and co-curricular) in the Senior School are tracked and monitored by the Assistant Heads (Lower, Upper and Sixth Form) and that, where needed, appropriate and effective interventions are put in place to support individuals.

The post holder is the School's Designated Safeguarding Lead and works with all staff to ensure the School adopts a coherent and cohesive approach to Safeguarding and pastoral care throughout the 4-18 age range.

The Deputy Heads form a team within the SLT, which is led and managed by the Senior Deputy.

Duties and Responsibilities:

Leadership

- Ensure the School's vision for outstanding pastoral care is delivered effectively and to the highest standard across the School, through the development of a clear strategic plan;
- Set the annual priorities for pastoral care, assigning objectives and responsibilities appropriately to individuals and monitoring progress at regular intervals to ensure effective delivery;
- Undertake regular reviews of the effectiveness of pastoral care within each section of the School, identifying where provision needs to adapt or change and planning/making timely improvements;
- Maintain and/or develop effective working relationships with external service providers to support the welfare and education of CHS students;
- Lead, manage and develop the following staff:
 - Assistant Heads (Sixth Form, Upper School and Lower School)
 - Head of Well Being
 - Designated Safeguarding Officers
 - Student Managers
 - Medical Manager
 - School Nurse
 - Pastoral Secretary
 - Peer Mentoring Co-ordinator
 - School Counsellor
 - School Coach
- Arrange with the HR Manager for induction and training of all pastoral staff and oversee arrangements for whole staff training for First Aid, Health and Safety, Child Protection and specific Safeguarding issues;
- Attend meetings with the Head, SLT and other members of School management, including the Governors' Sub-Committees, as required.

Management and administration

- Track the pastoral causes for concern and the levels of interventions in a systematic and accurate way, producing a regular update for SLT and staff as appropriate;

- Complete Individual Risk Assessments/Welfare Plans for students as required;
- Ensure staff are suitably informed about pastoral matters that may be affecting individuals or groups of students;
- Oversee standards of behaviour, disciplinary actions and chair Serious Disciplinary Hearings;
- Monitor the effectiveness of the School's Anti-Bullying Strategy ensuring it is in line with regulations;
- Chair Welfare Team Meetings;
- Regularly review the Wellbeing Curriculum for effectiveness and relevance;
- Undertake regular reviews of all pastoral policies and procedures to ensure that they are in line with requirements of ISI / legal regulations and the School's Ten Year Plan;
- Monitor the processes for administering pastoral rewards and sanctions across the Senior School to ensure consistency and fairness;
- Monitor and evaluate the Form Tutor Time programmes and the quality/use of assemblies, as part of the pastoral programme;
- Oversee the allocation of Form Tutors;
- Coordinate Student/Form Tutor and Parent/Carer Handbooks;
- Coordinate Induction Days for students;
- Take responsibility for the relevant annual budgets;
- Ensure the Assistant Heads (Lower, Upper and Sixth Form) effectively monitor student registration and attendance and respond to concerns appropriately;
- With the Assistant Heads (Sixth Form, Upper School and Lower School) review and co-ordinate the content and production of student planners;
- Manage the PDP/Appraisal process for pastoral staff as required;
- Develop a programme of events / talks for parents to provide insight and advise on how to support their children;
- Coordinate Duty Rotas for before and after School, Recess and Lunch;
- Online Safety: ensure CHS has an appropriate level of filtering and monitoring;
- Annual AUP Agreements;
- Oversee School uniform ensuring School rules are adhered to and high standards are maintained;
- Ensure CHS fulfils gives students a range of opportunities to have their opinions heard.

Safeguarding

The Deputy Head (Pupil Welfare) is the Designated Safeguarding Lead (DSL) for the School and undertakes and meets in full the responsibilities as set out in **Appendix 4b of the School's Safeguarding Policy**. There is an additional Job Description for this role at the end of this document. These responsibilities may be delegated to the two Designated Safeguarding Officers (DSO's).

External interface

- Liaise with the External Relations Department on issues relating to the public profile of the pastoral provision;
- Attend major School events, Parents' Evenings and Admissions events as required/directed.

Other responsibilities

- Remain up to date with developments in the welfare and behaviours of young people;
- Lead on and participate in Working Parties as required;
- Undertake Deputy Head responsibilities as outlined in School Policies & Procedures;
- Part of the Duty Team, which includes some Saturdays;
- Interview applicants for teaching and/or pastoral posts;
- Assist with other duties as requested by the Head.

This is not an exhaustive list, and will vary as the School's requirements change. Flexibility regarding some evening, weekend and holiday work will be expected.

Person Specification – Deputy Head (Pupil Welfare)

Knowledge

- Working knowledge/understanding of the importance of pastoral provision in educational settings and trends in the welfare of young people in the last 5 years;

Skills and competenciesMust be able to:

- Think strategically
- Successfully lead, manage and direct individuals and teams
- Empower others

- Speak in an engaging and persuasive manner in public
- Relate well to young people
- Work positively with diverse parties for the welfare of the individual & School
- Chair and lead meetings to reach agreed outcomes
- Use initiative and be proactive in all areas of responsibility
- Meet deadlines and thrive under pressure
- Demonstrate high level of organisation and time management
- Prioritise effectively

Must have:

- Proven commitment to the welfare of young people
- High level of integrity and confidentiality
- Resilience
- Positive 'can do' attitude
- Excellent communication skills, both written and verbal
- Excellent listening skills
- Creativity and imagination
- Patience
- Proven ability to persuade and influence staff
- Thorough approach
- Flexible approach to working hours
- Openness to learning and change





Cheadle Hulme School

The Designated Safeguarding Lead Job Description

The Deputy Head (Pupil Welfare) is the Designated Safeguarding Lead (DSL) for the School and reports to the Head. The post holder is responsible for ensuring that the School's Safeguarding Procedures are fully implemented and followed by the School community.

The appointee is responsible for the following responsibilities, some of which may be delegated to the Designated Safeguarding Officers (DSO's). **The ultimate lead responsibility for safeguarding and child protection will remain with the DSL and should not be delegated.**

Manage referrals

The Designated Safeguarding Lead will:

- Refer cases of suspected abuse to the local authority children's social care services as required;
- Support staff who make referrals to local authority children's social care services;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required.

Work with others

The Designated Safeguarding Lead will:

- Liaise with the Head to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the Head/Chair and the local authority for child protection concerns (all cases which concern a staff member);

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for staff.

Undertake training

- The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years;
- The DSL will undertake Prevent awareness training;
- In addition to the formal training set out above, the knowledge and skills of the DSL will be at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role;
- Understand the assessment process for providing 'Early Help' and intervention, for example through locally agreed common and shared assessment processes such as 'Early Help' assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Raise Awareness

- The DSL will ensure the School's child protection policies are known, understood and used appropriately;
- Ensure the School's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- The DSL will, where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the DSL (or deputy) will be available to discuss any safeguarding concerns. Wherever possible the DSL (or deputy) will be expected to be available in person;
- The DSL will be available out of term via telephone.