



Cheadle Hulme School

Full-Time Teacher of Mathematics Required for September 2019

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 3 to 18, from all over the North West.

The School currently has 1460 students and is truly co-educational: there are 658 girls (45%) on the school roll and 801 boys (55%).

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](#)



Working at Cheadle Hulme School

Set in 83 acres of countryside with fine historical Victorian buildings, Cheadle Hulme School is a wonderful environment to work within. The expansive campus offers exceptional outdoor facilities including seven grass pitches for football, rugby, cricket and athletics, an AstroTurf pitch, a 3G pitch, four netball courts and four tennis courts. It is hard to imagine that the School is on the doorstep of one of Europe's most exciting cities, lying just 20 minutes south of the vibrant and popular city of Manchester, its leisure facilities, amenities and transport network, allowing easy access to London. Manchester Airport is just 5 miles away.

Cheadle Hulme School has built a reputation as one of the region's most modern, relevant and dynamic schools. But CHS is more than just a school; it is a thriving, co-educational community, with the School's motto, 'In loco parentis' sitting at the heart of our ethos. We believe a successful education involves more than pupil and teacher; it involves a broad network of people who each contribute to the development, growth and experience of the individual. CHS has an outstanding staff body who are committed to their work and to enriching the lives of the pupils in their care. Both in the classroom and out of it, whether that is as a member of the teaching staff, or as a member of the non-teaching staff, every individual has an important role to play in helping to fulfil the School's Ten Year Strategic Plan. As such, our staff are our greatest asset, and the key to our success. We want to attract and retain the best, provide them with encouragement, stimulus and ensure that they feel valued as an integral part of the School community.

We offer a competitive salary and benefits package, excellent facilities and IT resources and a friendly and supportive working environment. Examples of the current types of benefit available to staff are available to view [here](#).



Teaching at Cheadle Hulme School

There is a wide range of ages and experience amongst the 140 teaching staff at the School. Each year a number of newly qualified, and in some cases unqualified recent graduates, join the School. We offer statutory induction for Newly Qualified Teachers, and offer the opportunity for those without Qualified Teacher Status to gain this status through our innovative partnership with Manchester Metropolitan

University. There is pro-active support for all new members of staff, who are guided through their first year at School by a variety of people, with the line manager and an individually appointed mentor taking the lead.

The School prides itself on the many opportunities for continuing professional development. We organise regular whole staff in-service training and a budget for training outside of School. In addition, academic departments commit to sharing good practice; there are opportunities to take part in peer observation, peer coaching, learning reviews and working parties. Other benefits of teaching at Cheadle Hulme School can be found [here](#).

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 Civilisation, Design Technology, Drama, English, Geography, History, Mathematics, Music, Religious Studies, Science and a choice of either French or 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.

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, Psychology and Religious Studies.

Pre-U courses are followed in Business Management, Economics, French, Spanish, German and Geography. Alongside the academic curriculum, students take part in a vocational Pathways and enrichment programme as well as a weekly Games Programme. In the Upper Sixth, students take a weekly Extension Class in the subject area that they will be applying for at university and also engage in a fortnightly lecture programme.

For September 2018, the BTEC Extended Diploma in Sport has been introduced to meet the needs of our elite athletes. This academic programme is complemented by specialist coaching, training and strength and conditioning input, designed to serve students who are aiming



to pursue a career in sport.

Pastoral Care

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, is responsible for monitoring the progress of the cohort academically and for 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 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.



THE MATHEMATICS DEPARTMENT

The Department consists of 13 Mathematicians all of whom work across the full range of the Senior School.

Lower and Middle School – Key stage 3:

- Teaching and Assessment: At present 5 lessons per two week cycle are allocated for Mathematics in Year 7, 6 lessons per two week cycle in Years 8 and 9 and 7 lessons per two week cycle in Years 10 and 11. Homework is set three times per two week cycle at KS3 and four times per two week cycle at KS4. There are regular assessments in the form of class tests, Common Tests in November and March, as well as End-of-Year Summer Examinations.
- Year 7: Pupils are taught in their form groups of approximately 22 pupils. As well as support for any pupils with problems, extension work is offered for able young mathematicians.
- Year 8 and Year 9: Pupils are taught in groups set according to mathematical ability. The sets vary in size from approximately 25 in the higher sets through to 12 in the lower sets where more individual attention is needed. Typically there are four or five sets in each half of the year group.

Upper School – Key Stage 4 (Edexcel IGCSE):

- Years 10 and 11: Pupils are set across the whole year following examinations at the end of Year 9. The set sizes are similar to Year 9. All pupils follow the Higher tier IGCSE course and all sit the exam at the end of Year 11. Of the pupils entered last year 79% achieved a 7 grade or better, with 33% achieving a 9 grade. Pupils in the higher sets may also be entered for the AQA Level 2 Certificate in Further Mathematics. Last year 69% of the pupils we entered achieved either A* or the coveted A⁺ grade (A* with distinction).

Sixth Form – A Level (Edexcel):

- There is a strong take up of the subject by students at Advanced level where students can also opt to take Further Mathematics. Sets contain, on average, about 11 pupils.

- Last year in Mathematics, 87% of pupils achieved a B grade or better with 19% achieving A* grades.

Calculators and Computers: The Department makes use of scientific calculators in its teaching throughout the School. Sixth Form Mathematics students are expected to use a graphic calculator. The department also has licences for a wide range of software, including Hegarty Maths and MEI Integral.



The Appointment

The School seeks to appoint a Teacher of Mathematics to work full-time from September 2019 with the ability to teach A-Level in the Senior School. Commitment to assisting in the wider life of the School is essential.



Application procedure

A completed Application Form is to be submitted by 3pm on Wednesday 16 January 2019, to the Human Resources Department:

Phone Number: 0161 488 3330

Email: humanresources@chschool.co.uk

Postal Address: Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheshire, SK8 6EF

Interviews will take place on Monday 21 January 2019.

Unfortunately, if you have not heard from the School in response to your application by Friday 18 January 2019, you will not have been short-listed for interview.

(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.

Registered Charity Number 1077017 for the education of children.

