



Cheadle Hulme School

Teacher of Economics required for September 2020



Thank you for considering the role of Teacher of Economics at Cheadle Hulme School



Cheadle Hulme School

Why CHS?

We are a forward-thinking school with a strong sense of our history and values. In line with our initial benefactors, the aims and values of the School are centred on three specific areas of development for our pupils; academic, altruistic and active. We also hold dear the founders' passion for co-education and providing equal opportunity for all pupils and staff, irrespective of race, religion, gender or sexual orientation.

We currently have 1,493 pupils on our School roll from aged 3 – 18.

Our Mission Statement

We aspire to provide a modern, relevant and dynamic education, in which we develop the character, attitudes and behaviours enabling our pupils to flourish at CHS and beyond. We strive to achieve this through broad academic provision, outstanding co-curricular opportunities and a deep-rooted commitment to providing excellent pastoral support

A Modern, Relevant and Dynamic Education

Since 2010 the School has established itself as being inclusive, vibrant and modern. Our pupils' [educational experience](#) has become more stimulating, dynamic and relevant to their current and future needs. Cheadle Hulme School's strong sense of community has become better developed and our unparalleled pastoral provision reflects our deeply caring ethos. A rich and developing programme of co-curricular activities has boosted the engagement of all age groups and there have been significant accomplishments.

Cheadle Hulme School's campus includes first class facilities, which have benefited from significant investment in recent years, including a new fitness centre, a refurbishment of the School's principal performance space and the development of a dedicated Sixth Form Building. These initiatives have been facilitated by the School's prudent and highly professional approach to generating and managing its resources. The School has made significant progress in fostering its links with [alumni](#) and other donors, who have made a significant contribution to these developments and to the wider life of the School. Cheadle Hulme School's success was recognised in the excellent outcome of the 2017 [ISI Inspection](#).



Where is CHS?

Located ten miles south of Manchester, Cheadle Hulme School is set in 83 acres of countryside with fine historical Victorian buildings. Manchester has a history of and commitment to ambition, creativity and a thriving knowledge economy. There are 17 universities within an hour's drive of Manchester, including the University of Manchester which has 25 Nobel laureates. In 2016 Manchester was named by The Economist Intelligence Unit as among the world's 50 most liveable cities ahead of London, New York and Rome. Public and private sector investment has transformed the area and will continue to open new economic and leisure activity opportunities. There are excellent transport links including Manchester Airport and frequent trains to London, only two hours by rail. The Peak District, North Wales and Lake District are easily accessible, as are an array of cultural and sporting activities.

Our Heritage and Waconian Values



The first pupils attending the School in 1855 were Manchester Warehouseman and Clerks' Orphans, known as "Waconians". Former pupils of the School are known as 'Old Waconians'. Cheadle Hulme School's heritage and modern character is clearly traced back to the philanthropic principles exhibited by the group of Manchester businessmen who founded the School on "liberal principles for the reception of both sexes".

Through an active, academic and altruistic curriculum, our pupils are provided with opportunities to help them make the very best of their journey at CHS. At the core of their [CHS experience](#) lies a set of core values instilled in all Waconians – Integrity, Endeavour, Resilience, Compassion and Contribution, Our pupils learn about these vital qualities as part of their pastoral and well-being lessons and are encouraged to consider their contribution to life at the School and within the wider world.



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 proactive 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

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

We have a strong reputation for pastoral care. From the day a pupil starts their journey at CHS, we encourage them to understand themselves and others so that they can flourish in our School community and beyond.

This is reinforced by our code of conduct, which expects high standards of behaviour and encourages students to exercise individual and social responsibility for their actions.

Pastoral care is integral to everything we do at CHS. Opportunities for moral, spiritual, social and cultural development are an integral part of School life, and pastoral care is embedded in our lessons, environment, activities and relationships. Through this 'hidden curriculum' we share our values and ethos and help students develop habits and values that will help them throughout their lives.

If a pupil is experiencing academic, social, emotional or behavioural problems they are fully supported by our dedicated pastoral team. As well as individual Form Tutors and Student Managers, pupils have access to experienced and well-qualified full-time nurses, a trained counsellor, and a specialist Learning and Support Team to offer support for conditions that may affect their learning and participation in School life.

Senior pupils also play a vital role in pastoral care at CHS by acting as Peer Mentors to younger pupils, ensuring pastoral care is a whole School responsibility.

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.



The Department

The Economics & Business Management Department currently consists of 4 full-time staff members. The majority of teaching is carried out by the Head of Department and two others, while the final teacher is a Deputy Head with a reduced teaching timetable. The department has the use of three classrooms and a specialist office and is very well equipped. An additional teacher is required to cope with high demand for the Economics and Business courses.

The Department offers examination courses in the Sixth Form only. In 2009 A Level courses were replaced by Cambridge Pre-U specifications in both subjects. The Department has an excellent track record of success with the Cambridge Pre-U and results have consistently exceeded school averages. It has a strong team ethos, always sharing good practice and continually striving to improve its provision. There is a focus on students learning by discovery and on making constant reference to recent business and economic news items, including through a recent department diversification into social media communications.

Pre-U subjects are taught in the Lower Sixth in four periods per cycle (2 weeks) for one teacher, and five periods per cycle for the other. In the Upper Sixth there are five periods per cycle for each teacher (lesson length is 1 hour). There are currently three Economics and three Business Management sets in each Sixth Form yeargroup and the department has more exam entries in the Upper Sixth than any other. All teachers are currently expected to be able to contribute to the delivery of both Economics and Business Management courses, although the balance varies depending on subject expertise. Set sizes currently vary between 7 and 14 students, which enables effective use of the Harkness teaching method to foster and collaborative approach to learning. From September 2020, Business Management will be taught to the A-Level AQA course. Given the forthcoming end of Pre-U qualifications, Economics will eventually also be taught as an A-Level, although no decision has yet been taken on when. Teachers in the Department also occasionally offer teaching in other subject departments, as required.

The Department is keen to provide co-curricular opportunities in the subject for its students. One member of the department is the Enterprise Co-ordinator for the School and, whilst entering Sixth Form teams in the national Young Enterprise programme, has also increased the volume of enterprise opportunities throughout the School to successfully involve younger students. The Student Investor competition is also very popular and a large number of teams enter each year from Year 10 to the Upper Sixth. A recent innovation has been a weekly economics quiz called 'Deal or No Deal'. Teachers within the Department also have a strong tradition of actively supporting Co-Curricular activities across the School. The department also has a tradition of enriching learning with visits to business premises in the region and hosting speakers from the business and economics world. Students and staff have also travelled to the Czech Republic, China and India for tours focussing on business visits and analysis of dynamic change in these emerging economies.



The Role

This role is for a full-time or part-time teacher of Economics. The ability to teach Mathematics, Politics or Geography as a second subject would be an advantage.

Any questions about the role should be directed to HumanResources@CHSchool.co.uk in the first instance.





The Application Process

A completed Application Form is to be submitted by 8am on Monday 17 February 2020, 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 Friday 28 February 2020. Unfortunately, if you have not heard from the School in response to your application by Monday 24 February,, you will not have been shortlisted 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.



Cheadle Hulme School

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