



Cheadle Hulme School

Appointment of Marketing Manager Required September 2017

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 1402 students and is truly co-educational: there are 635 girls (45%) on the school roll and 767 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.

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 which 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 the first two years (Years 7 & 8), all students gain experience in: English, Mathematics, General Science, French or Spanish, German (Year 8), Classical Civilization, History, Geography, Religious Studies, Latin, Computing, Design Technology, Art & Design, Music, Food & Nutrition, Drama, P.E., Swimming and Games. In Year 9 General Science is replaced by Physics, Chemistry and Biology.

All students take nine subjects at GCSE/IGCSE which include English Language, English Literature, Mathematics and a Modern Foreign 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 taken in Biology, Chemistry, Drama, English Language, English Literature, French, German, History, Mathematics, Science (Dual Award) and Spanish. In the last two years, both GCSE PE and Computer Science have been included in the range of subjects available, whilst Further Maths and Greek are 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, Further Mathematics, Music, History, Latin, Mathematics, Politics, Physical Education, Physics and Psychology.

Pre-U courses are followed in Business & Management, Economics, French, Geography, German, Philosophy & Theology and Spanish.

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 for which they will be applying at university.

Pastoral Care

Cheadle Hulme School has a reputation for outstanding pastoral care; the School's motto 'in loco parentis' is as relevant today as it has ever been and the welfare of every student remains a priority.

Whilst the Head has ultimate responsibility for all aspects of the School's running, the Deputy Head (Pupil Progress and Welfare) leads and manages the delivery of the School's pastoral vision and through the pastoral team, monitors the progress made by every student in the areas of academia, co-curricular and personal development to ensure that the School ensures the attainment of its Aims for every child.

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 – Lower 6 and Upper 6, to allow students to feel part of a smaller community and to ensure that every student is known and feels valued.

An enhanced tutor system, which places the Form Tutor as a mentor at the centre of the student's school life, provides students 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 student and is the first point of contact for parents.

Overseeing each team of Form Tutors is a Head of Year, who is responsible for leading and managing that Year group to enable each student to work positively towards achieving their potential in academic, pastoral and co-curricular fields. Heads of Year are supported by the relevant Assistant Head who is responsible not only for the strategic development of their School, but also for the tracking of student progress and monitoring and reviewing the pastoral care within their area. The three Assistant Heads work closely together to ensure consistency across schools and to facilitate a smooth transition between Schools.

The School has dedicated Safeguarding Officers, a Head of Learning Support, a Head of Well-Being, and a medical team comprising of highly trained First Aiders, a School Nurse and a School Counsellor where students can be referred or self-refer where appropriate. Senior students also take an important role within the pastoral support system of CHS, acting as Peer Mentors to younger students and mentoring individuals. The School has a proactive Careers Department who provide guidance and advice to students throughout the different stages of their education.

Pastoral Care is central to everything at CHS and is promoted in many different ways; through the positive School environment and ethos, through a coordinated pastoral programme involving assemblies and tutor time activities, the numerous opportunities to be involved in charity events, the delivery of discrete Well-Being lessons, student mentoring and leadership and the extensive co-curricular programme to name but a few.

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 Progress & Welfare), the Head of the Junior School, the Chief Operating Officer and the Director of External Relations.

The External Relations Department

External Relations is a crucial team within the School. It aims to understand and positively influence the School's place within the external environment and manage relationships with stakeholders to inspire positive action in support of the Ten Year Plan. The department encompasses communications, branding, parent relations, alumni relations, fundraising and local community relations.

The principal aims of the External Relations Department are:

- To widely articulate and promote the ethos of Cheadle Hulme School (CHS) and generate awareness of the School's short, medium and long term aspirations.
- To build and protect the reputation of Cheadle Hulme School.
- To develop strong relationships with all members of the CHS community.
- To create, manage and sustain a long term fundraising programme in order to build a continuous culture of giving and, in so doing generate the necessary additional income to fund the School's development plans.

The Appointment:

The School seeks to appoint a dynamic individual to within our highly successful External Relations Department. The role reports directly to the Director of Development and External Relations, and is full-time, all year around.

Please find the Job Description and Person Specification at the end of this document.

Remuneration package

The successful candidate will be offered a competitive remuneration package in the region of £28 to £33k per annum, subject to qualifications and experience.

Please see the full list of benefits on our website under Why CHS/Current Vacancies.

Application procedure

A completed Application Form should be sent before 9am on Tuesday 20 June 2017, to the Human Resources Department, Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheshire, SK8 6EF. (Tel 0161 488 3330). Please note, a separate covering letter is not required. Interviews will take place on Tuesday 27 June 2017. Unfortunately if you have not heard from the School in response to your application by Friday 23 June 2017, you will not have been short-listed for interview.

Email applications are welcome to humanresources@chschoool.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.



Cheadle Hulme School

Job Description

Job Title: Marketing Manager
Reports to: Director of Development and External Relations

Job Purpose

To promote Cheadle Hulme School through the creation and delivery of a highly effective Marketing Strategy and to support the External Relations and Admissions departments.

Marketing

- Devise an integrated marketing strategy which actively and positively promotes CHS to its various stakeholders;
- Oversee the implementation of the Marketing Strategy, including advertising campaigns, events, digital marketing and public relations;
- Work closely with the Admissions Team, enabling them to meet their annual objectives by providing them with appropriate data and marketing materials;
- Develop and embed consistent use of the brand and visual identity across the School, ensuring all members of staff understand and adhere to the brand identity;
- Manage the School website, social media and monitor performance;
- Regularly analyse the effectiveness of the Marketing activities and make recommendations for improvement;
- Manage relationships with external design and creative agencies;
- Manage and oversee the production of the School's parent magazine, 'Ed';
- Produce timely, high quality reports evaluating the effectiveness of the Marketing Strategy and make recommendations for improvement.

Market Research

- Undertake appropriate in-depth market research to inform the Admissions and Marketing strategies, including competitor analysis, demographic and economic reviews, stakeholder focus groups and questionnaires.

Advertising

- Under the direction of the Deputy Head (PPW), take responsibility for the advertising and promotional activity and profile, including planning and implementation, in support of the Admissions Strategy;
- Promote Bursaries and Scholarships in support of the Admissions Strategy;
- Monitor and provide data to report on the effectiveness of campaigns and make recommendations for future campaigns.

Media Relations and Crisis Management

- Maintain regular contact (either personal or via an external PR agency) with local and regional media to ensure the School receives maximum publicity;
- Research and write timely press releases and keep a comprehensive record of media coverage;
- Take responsibility for crisis and issue related communications when necessary, acting as a first point of contact with the media and protecting the brand and reputation of CHS.

Line Management

- Manage and appraise the Content Marketing Officer, manage performance and set appropriate goals and targets.

Other

- Be well informed on developments in Marketing and Communications practice;
- Assist with other duties as requested by the Director of Development & External Relations and the Deputy Head (PPW).

This is not an exhaustive list and will vary as the departments and School's requirements develop and change over time.



Cheadle Hulme School

Person Specification – Marketing Manager

Qualifications/Education/Training

- Educated to degree level or equivalent
- Relevant Marketing qualification
- A Level English

Experience

- Three years' marketing experience at a senior level, ideally gained within the education sector
- Significant experience of digital marketing and social media
- Experience of working with the media and generating PR content
- Experience of using a variety of market research and analysis techniques
- Experience of using a CRM database

Skills and competencies

- Excellent communication skills, both written and verbal
- Strong presentation skills and ability to influence
- Ability to research, analyse and interpret marketing analytics and data
- Ability to plan, organise and prioritise effectively
- Team player

Personal Attributes

- High level of integrity and confidentiality
- Flexible approach to working hours
- Ability to cope under pressure
- Excellent interpersonal skills
- Openness to learning and change
- Commitment to ongoing personal and professional development