

# Job Vacancy Pack

*"An  
Outstanding  
School"*

OFSTED 2015,  
2010 & 2007

ACADEMIC YEAR 2024/25

**Vacancy:** Assistant Headteacher

**Closing Date:** 9am, 17th March 2025

Cheam High School



## Any Questions?

For further information about this vacancy please contact us:



**HR Team:** 020 8644 5790  
[hr@cheam.sutton.sch.uk](mailto:hr@cheam.sutton.sch.uk)

Cheam High School



February 2025

Dear Applicant

### **LEADERSHIP POST: ASSISTANT HEADTEACHER L16-L20 (£76,112 - £83,426)**

This post is an excellent opportunity for those wishing to prepare themselves for Deputy Headship in due course. Cheam High School is committed to the development of its Leadership Team members in order to maximise benefit to the School as well as support individual career opportunities.

To aid your application, please read the overview containing details of the job description, person specification and exemplar Leadership Team responsibilities.

You will also find the School Application Form on our website at <https://www.cheam.sutton.sch.uk/252/staff-vacancies>.

Please note that the deadline for applications is **9am, Monday, 17th March 2025**.

We look forward to receiving an application from you. We hope that you find the enclosed information helpful and are excited by the opportunities that the school would provide.

Yours faithfully

Mr Peter Naudi  
Headteacher

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Cheam High School



## The Post

The governors are seeking to appoint a candidate with leadership potential, drive and enthusiasm to contribute to the development of the school and take significant responsibilities within the leadership group.

A person specification and job description follow in this pack.

## Leadership Team

Members of the Leadership Team line-manage Subject Leaders and Year Leaders. Responsibilities are allocated to each member of the team, but it is expected that these will be adjusted as the needs of the school and individual demand.

The Leadership Team meets weekly, with one meeting focused on development work, another one focused on Teaching and Learning and one additional meeting for short items and briefings. The Headteacher also meets on an individual basis with each member of the leadership team each week.

## Application

Applications should be received by the Headteacher of the School, Mr Peter Naudi, by **9am on Monday, 17th March 2025.**

Statements in support of your application may be written as part of the application form, or separately enclosed. Please note that these must not exceed three sides of A4.

Please ensure that in your statement of application you cover an indication of:

- How you fit relevant aspects of the person specification of the post
- Any relevant experiences and what you have learnt as a result in terms of management and leadership
- An indication of what you feel you particularly bring to the post including areas of particular development interest. (You may wish to select these from the potential list included)

## The Interview

Provisional interview dates are to be confirmed. The interview process will include visiting the school.

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## Person Specification: Assistant Headteacher

### Qualifications

- Good Honours Degree or Equivalent
- Teaching Qualification

### Experience

- Extensive, successful and varied teaching experience in the secondary sector up to, and including, Advanced Level
- Leadership experience for at least three years as part of a successful leadership team
- Proven track record in leading and managing whole school improvement initiatives
- Recent relevant professional development

### Knowledge and Understanding

- How to improve teaching, learning and behaviour through working with middle leaders and individual staff
- The importance of pastoral support for students, including interventions relating to SEMH
- How to develop and embed processes to develop students' oracy, literacy and numeracy skills
- How to monitor student progress and use value added analysis
- Effective intervention strategies to support students to achieve well
- Curriculum developments; both current and anticipated
- How to strategically plan and implement, then monitor and evaluate progress
- How to use ICT and other technologies in leadership, teaching and learning

### Skills

- Ability to initiate, develop and implement policies and/or initiatives
- Ability to lead and/or manage a large number of staff
- Ability to motivate staff and students
- Ability to communicate effectively and sympathetically with Governors, staff, parents/carers, students and the local community
- Ability to learn from experience, and to make well-judged and well-informed decisions
- Ability to analyse and problem solve, having a positive "can do" attitude

### Qualities

- Strong sense of moral purpose, with commitment to the school's vision and ethos
- Vision, imagination and leadership coupled with a strong work ethic and drive for improvement
- Sensitivity to the needs of others with the ability to work effectively in a team
- Ability to work under pressure, welcoming both challenge and opportunity
- Ability to adapt to changing needs and circumstances
- Sense of humour and enthusiasm

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## Job Description: Assistant Headteacher

### Specific

The leadership team has clearly defined responsibilities and its members will be awarded certain responsibilities which will change from time to time. This is in order to develop the skills and experience of the individual within the team and also to respond to school needs. All members of the leadership team have key line management and strategic responsibilities as listed below.

### As a Member of the Leadership Team

- To assist the Headteacher in whole school strategic planning with specific responsibilities for designated areas
- To undertake the implementation of parts of the school development plan as identified within the plan
- To assist in the preparation of curriculum, capital and other bids and submissions to outside agencies
- To line manage designated Subject Leaders (in the relevant cluster) and/or other staff in all aspects of their responsibilities for raising achievement in the school
- To keep an overview of an allocated year group as requested, and work closely with the year team to ensure a high standard of year team work in such instances
- To take a keen interest in safeguarding processes, contributing as appropriate to ensure the implementation of swift action in the case of any breaches or CP concerns
- To assist the Headteacher in the self-evaluation process of the school through lesson visits, tutor observations, departmental and pastoral annual reviews; departmental examination reviews and other school self-evaluation systems
- To assist the Headteacher with interviewing and staffing
- To support the school ethos and partnership with the community. This will include giving assemblies and supporting evening school functions
- To share with other members of the Leadership Team the responsibility for the daily administration and good management of the school. This will include participation in gate and other duty, and lunchtime supervision
- To share responsibility with other members of the Leadership Team for the good order and conduct of students throughout the school. This will include detention and exclusion supervision and the overview of parts of the school
- To be a team leader in performance management
- To attend Leadership Team meetings and other management meetings as required
- To attend meetings of the Governing Body and its committees as required.



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## Job Description Assistant Headteacher

### Specific Areas of Whole School Leadership

It would be usual for AHTs to have 1-2 areas of whole school leadership responsibilities each year. These can vary from year to year and would be chosen to take into account the needs of the school as well as to provide leadership team members with staff development opportunities. At least one member of the leadership team will also hold DSL duties as part of their role. Examples of other whole school leadership areas, which are not exhaustive, could include:

- **TEACHING AND LEARNING:** Continued development of outstanding practice including innovative and highly effective teaching and independent learning strategies for student sub-groups eg MAGT, Pupil Premium
- **EMBEDDING LEARNING:** Promotion and development of strategies for departments to use in lessons with regard to: memory techniques, examination preparation, revision techniques, independent learning; identification of key learning points for future reference
- **SEND AND PASTORAL SUPPORT:** Overseeing interventions and the use of SEND resources and the Behavioural and Emotional Support team within the school, taking overall responsibility for the effectiveness of the pastoral and safeguarding systems
- **TECHNOLOGY FOR LEARNING:** Identification, promotion and development of strategies for departments to use in lessons and for remote learning with regard to: new technologies; social media; interactive ICT including IWB; ipads; mobile phones and AI
- **PERFORMANCE ANALYSIS:** Overseeing the target setting, data collection, reporting and analysis systems including line management of the data analysis support staff. In addition, evaluating the performance of the school at KS3, KS4 or KS5 by tracking examination results/predictions and making reference to external value-added information
- **CURRICULUM PLANNING:** Producing the annual curriculum plan and associated timetable, liaising with subject leaders in order to ensure the best possible outcome
- **ASSESSMENT AND FEEDBACK:** Developing best practice for students to maximize the impact of and assessment and feedback on student progress whilst ensuring a manageable teacher workload
- **MATHEMATICAL SKILL AND CONCEPT DEVELOPMENT:** Developing mathematical understanding and applications across the school, developing both confidence and mastery of the subject. Developing a consistent approach to the teaching of relevant topics across other subjects, particularly in Science

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## Job Description Assistant Headteacher

### All teaching staff are also expected to fulfil the following duties:

1. To plan and deliver well-structured lessons in line with the school's curriculum and teaching schedule, setting goals that stretch and challenge students of all backgrounds, abilities and dispositions within a safe and stimulating environment and deploying support staff effectively
2. To support students to make the best possible progress through the use of a variety of teaching, learning and other support strategies, taking responsibility for their outcomes and planning teaching to build on prior knowledge and understanding
3. To ensure that teaching is adapted to respond to the strengths and needs of all students, using differentiation to address their learning needs and overcome barriers, including those students that have SEND, are MAGT or Student Premium or have English as an Additional Language
4. To assess and record students' achievements, to prepare reports and take part in parental/carer consultations. To use assessments to support students to reflect on what they have achieved, address misunderstanding and inform future planning. To give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback
5. To set homework and other out of class activities to consolidate and extend the knowledge and understanding students have acquired, checking completing and providing feedback as required
6. To set work on-line, deliver on-line lessons or use remote teaching for students who are not in the classroom, as required within the framework of directed time, and also within any school enforced closure period, giving feedback to students as requested
7. To manage behaviour effectively to ensure a good and safe learning environment, implementing school policy and supporting this through clear and fair rules and routines for behaviour in classrooms with an emphasis on rewards and praise alongside any necessary sanctions
8. To contribute to the design and provision of an engaging curriculum within the relevant subject area as part of the subject team and at a level proportionate to the responsibilities that you hold
9. To participate in the Trust's Performance Management scheme, actively seeking to support your own development by undertaking in-service training to keep abreast of developments in national and school initiatives
10. To contribute to the school's pastoral system (through the role of tutor and/or mentor) by promoting equal opportunities, British values and tolerance as part of your support for students' well-being
11. To observe and implement current school policies and good practice, taking heed of guidance and requirements as laid down in your teams as well as in the staff handbook. In particular, to be aware of the need to avoid unsanctioned social media interactions with students
12. To perform duties and attend meetings as reasonably required
13. To act within, the statutory frameworks which set out your professional duties and responsibilities
14. To carry out such particular duties as the Headteacher or CEO may reasonably direct from time to time, in accordance with the current Teachers' Pay and Conditions of Service Document

# Exemplar

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## Exemplar: Major Leadership Team Responsibilities

Code	Departments (includes relevant CSO/SCO)	Cross-Curricular (including relevant support staff)	Other	Year/Pastoral (includes relevant pastoral support staff)	Other Support Teams	GB Committees/ Policies	Policies	Evening Events
AH1	<ul style="list-style-type: none"> <li>SEN</li> <li>Art</li> </ul>	<ul style="list-style-type: none"> <li>SEN/EAL</li> <li>PLUS</li> <li>ECT Overview</li> <li>Curriculum and QA across the Trust</li> <li>Subject meeting across the Trust</li> <li>Coaching</li> <li>Sixth form across the Trust. Century across the Trust</li> <li>QA in Cheam</li> </ul>	<ul style="list-style-type: none"> <li>ITT, ECTs and New Staff</li> <li>Trust system lead</li> <li>Overview of transition intervention</li> </ul>	<ul style="list-style-type: none"> <li>PLUS</li> <li>The Bridge</li> </ul>		<ul style="list-style-type: none"> <li>LGB</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> <li>EAL</li> <li>LAC - ML/NN</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>
AH2	<ul style="list-style-type: none"> <li>Social Sciences</li> <li>EPQ</li> <li>Work Experience/ Careers</li> <li>Business</li> <li>Geography</li> </ul>		<ul style="list-style-type: none"> <li>Fire Drill</li> <li>Lockdown</li> </ul>	<ul style="list-style-type: none"> <li>POST 16</li> </ul>	<ul style="list-style-type: none"> <li>Extended learning manager</li> <li>Post 16 team</li> </ul>	<ul style="list-style-type: none"> <li>LGB</li> </ul>		<ul style="list-style-type: none"> <li>Post 16 subject teacher meetings</li> <li>Next Steps etc</li> </ul>
AH3	<ul style="list-style-type: none"> <li>English</li> <li>ICT</li> <li>Media Studies</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Literacy, Oracy, Reading and related interventions,</li> <li>Fresh start</li> <li>Communications (Literacy)</li> <li>Growth Mindset</li> <li>Core report</li> <li>LRC - interventions</li> </ul>	<ul style="list-style-type: none"> <li>CSOs</li> <li>Show My Homework and home learning</li> </ul>	<ul style="list-style-type: none"> <li>YR9</li> </ul>	<ul style="list-style-type: none"> <li>LRC</li> </ul>	<ul style="list-style-type: none"> <li>LGB</li> </ul>	<ul style="list-style-type: none"> <li>Communications</li> </ul>	<ul style="list-style-type: none"> <li>English evenings</li> <li>Y9 subject teacher meetings</li> </ul>
AH4	<ul style="list-style-type: none"> <li>MFL</li> <li>RS</li> <li>Life</li> </ul>	<ul style="list-style-type: none"> <li>Visits and trips</li> <li>Working with identified individuals</li> <li>Assemblies, tutor time etc</li> <li>PP Attendance</li> <li>GCSE Pod</li> <li>Instructional coaching group</li> </ul>	<ul style="list-style-type: none"> <li>PP</li> <li>CCPD</li> <li>Whole school assemblies/ tutor time programme, themes, assembly rota</li> <li>DofE</li> <li>Activity days</li> </ul>	<ul style="list-style-type: none"> <li>YR8</li> <li>Performance including strategies for groups and individuals</li> </ul>		<ul style="list-style-type: none"> <li>LGB</li> </ul>	<ul style="list-style-type: none"> <li>Visits and trips</li> <li>Pupil Premium</li> </ul>	<ul style="list-style-type: none"> <li>Y8 subject teacher meetings</li> <li>13+</li> </ul>
AH5	<ul style="list-style-type: none"> <li>Tech/ Construction</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Intervention</li> <li>Assessment</li> <li>Coaching underperforming staff</li> <li>Behaviour culture</li> <li>Pastoral training</li> </ul>	<ul style="list-style-type: none"> <li>Marking and feedback processes.</li> <li>Data Collection, reports and analysis processes and exam reviews</li> <li>Rewards/ core values</li> </ul>	<ul style="list-style-type: none"> <li>YR10</li> </ul>	<ul style="list-style-type: none"> <li>Technology support team</li> <li>Science support staff with Director of Science</li> </ul>	<ul style="list-style-type: none"> <li>LGB</li> </ul>	<ul style="list-style-type: none"> <li>ARR</li> </ul>	<ul style="list-style-type: none"> <li>Y10 subject teacher meetings</li> </ul>



# Exemplar

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## Exemplar: Major Leadership Team Responsibilities

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AH6	History	<ul style="list-style-type: none"> <li>Attendance</li> <li>MAGT</li> <li>Transition</li> <li>Tutor programme</li> <li>CP/DSL</li> <li>PLM</li> </ul>	<ul style="list-style-type: none"> <li>PLM</li> <li>Attendance</li> <li>Staff Rewards</li> <li>Restorative Justice</li> <li>MDSA</li> </ul>	<ul style="list-style-type: none"> <li>YR7</li> </ul>	<ul style="list-style-type: none"> <li>Midday Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>LGB</li> </ul>	<ul style="list-style-type: none"> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Y7 subject teacher meetings/information evening</li> <li>New intake</li> <li>MAGT</li> </ul>
DH1	<ul style="list-style-type: none"> <li>Music</li> <li>Drama</li> <li>PE</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral systems</li> <li>Training of Pastoral leaders</li> <li>Eco school</li> <li>Whole staff behaviour/culture training</li> <li>Extra curricular provision/analysis</li> <li>Swap Shop</li> <li>Arts Award</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Admissions (PEN to flag up)</li> <li>Self Evaluation inc tutor cheque</li> <li>Staff wellbeing</li> <li>Extra curricular</li> <li>Activity days</li> <li>Diana Trust</li> <li>Open Evening</li> </ul>	<ul style="list-style-type: none"> <li>Support year teams as needed</li> <li>KS3 provision and performance including strategies for groups and individuals</li> <li>Year 11</li> </ul>		<ul style="list-style-type: none"> <li>LGB</li> <li>Admissions</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying</li> <li>Safeguarding</li> <li>Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>KS3 parents' eves and info eves</li> <li>Sponsored Walk</li> <li>Open evening</li> <li>Prize giving</li> </ul>
DH2	<ul style="list-style-type: none"> <li>Hair</li> <li>Vocational Learning</li> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Staff training lead</li> <li>QA curriculum in Cheam</li> </ul>	<ul style="list-style-type: none"> <li>IRIS</li> <li>Curriculum Overview</li> <li>SLM</li> <li>Staff duty</li> <li>Self Evaluation inc learning walks, Department Reviews</li> <li>Data Collection, reports and analysis processes and exam reviews</li> <li>Whole school briefings</li> <li>Website</li> <li>PM overview</li> <li>Staff professional development</li> </ul>	<ul style="list-style-type: none"> <li>KS4 provision and performance</li> <li>Year 11</li> <li>GCSE Pod</li> </ul>	<ul style="list-style-type: none"> <li>Examinations</li> <li>Data Team</li> <li>Reprographics/ Resources Team</li> </ul>	<ul style="list-style-type: none"> <li>LGB</li> </ul>	<ul style="list-style-type: none"> <li>Equality</li> <li>Homework</li> <li>ARR</li> <li>Teaching &amp; Learning</li> <li>Staff Development</li> <li>PM</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 subject teacher meetings</li> <li>Subject teacher meetings overview</li> </ul>



Respect  
& Responsibility



Aspiration  
& Determination



Curiosity  
& Character

Our School Values

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Cheam High School

## Our School: Information for Applicants

### Aims of Cheam High School

Our aim is the pursuit of excellence for all. We strive for the development of individual potential in a stimulating and inspiring school that is at the heart of the local community. Cheam High School aims to create a welcoming and exciting learning environment where we:

- a) provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- b) celebrate success, promote a "can do" attitude and inspire each to achieve their best
- c) support personal development, social responsibility and a sense of self-worth
- d) develop the attitudes and skills that support a healthy and fulfilled life together with the confidence for a lifetime of learning
- e) work as partners in learning with students, parents and the community
- f) provide a safe, supportive and well-ordered environment where students and staff are happy and confident as they aspire to achieve

Cheam High School received an excellent report following a visit from Ofsted in 2015. The Inspectors judged the school as outstanding in all categories. **Below are some of the Inspectors' comments:**

### Achievement and Standards

*"Staff at all levels place students' academic achievement, personal development and well-being at the forefront of their work. This results in a highly inclusive, purposeful and collegiate atmosphere in which students, teachers and other adults thrive. This, coupled with exceptional care, guidance and support and good teaching, ensures that all students make good progress and most make outstanding progress. In particular, an exceptionally high proportion achieve five or more A\* to C grades at GCSE with very little variation between subjects and groups of students."*

### Teaching and Learning

*"Teachers' subject knowledge is a clear strength because it gives students confidence and this means they feel able to ask questions, safe in the knowledge of an expert reply. Lesson planning is detailed and systematically builds on assessment information so that work is pitched at exactly the right level. As a result, students' learning moves along at a good pace."*

*"The headteacher, ably supported by a dedicated team of senior and middle leaders, continually seeks ways of improving aspects of school life, with a very high priority given to teaching and learning."*

*"The leadership of teaching and learning is outstanding. A climate of improvement pervades the school because of the exceptional drive and ambition to maximise both the academic and personal outcomes for all students."*

*"Teachers are skilled practitioners and there is much excellent classroom practice."*

*"The achievement of PEP students and of those studying Level 2 applied learning courses is outstanding."*

### Ofsted Report 2015

OFSTED GRADES		
Full Inspection	Feb 2015	Outstanding (1)
Mathematics Subject Inspection	Feb 2012	Outstanding (1)
Full Inspection	May 2010	Outstanding (1)
Full Inspection	Jan 2007	Outstanding (1)



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## Our School Information for Applicants

### Curriculum and Other Activities

*"The curriculum is well matched to the very wide range of students' abilities and interests with clear progression routes in both academic and applied learning courses. Students are very mature and take responsibility for their own learning, particularly in their approach to private study. At the end of Year 8, students are offered a very wide range of academic and applied learning qualifications from which to select. The introduction of applied learning courses since the last inspection, with outstanding facilities for courses in construction and hair and beauty, is engaging students as well as raising self-esteem."*

*"Challenging targets are set for each student and their progress is tracked rigorously with well-planned and supported interventions, if needed. Students are well aware of their targets and they pursue them enthusiastically. During lessons, they enjoy high-quality oral feedback and questioning from teachers and this further supports their outstanding progress. Teachers mark students' work regularly and there are many examples of helpful comments, which inform students about the quality of their work and the steps they should take to improve it."*

*"Outstanding partnerships enhance almost all aspects of school life, including curriculum provision, links with external agencies to support students' wellbeing and the professional development of staff."*

*"The outstanding curriculum is regularly reviewed and honed to ensure that the needs of all students are met regardless of their interests and abilities."*

### Care, Guidance and Support

*"Students with special educational needs and/or disabilities and those speaking English as an additional language make outstanding progress because of the highly appropriate curriculum and the excellent care and support they receive. A wide range of trips, activity days and after-school activities enriches the curriculum further. These, together with*

*the very well received and planned 'life course' impact well on students' personal, social and cultural development."*

*The equality of opportunity offered students, regardless of their background, ability or educational need, in all aspects of school life, is outstanding."*

*"Transition arrangements for the new Year 7 are highly regarded and students say they are extremely well supported in making their choices as they move through the school and beyond."*

*"Students receive outstanding care and support from both within school and from outside agencies."*

### Effectiveness and Efficiency of the Sixth Form

*"All students, including those in the PEP unit, make particularly strong contributions to the school and wider community"*

*Students receive excellent care, guidance and support, including the PEP students and those speaking English as an additional language."*

*"Students enjoy sixth-form life and benefit from good facilities and teaching. Students are very mature and take responsibility for their own learning, particularly in their approach to private study."*

*"Progression to university, employment and training is exceptionally high and well supported by the school's guidance systems."*



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# Our School

## Information for Applicants

### Personal Development and Well-Being

*"Students are overwhelmingly positive about the school and say they receive good teaching, are able to participate in a wide range of activities and feel exceptionally safe. Parents and carers have high regard for the school. Amongst many positive comments, one said, 'Both my children enjoy attending Cheam High School and are very enthusiastic about lessons and the good quality of teaching.'"*

*"In all the lessons observed, students were keen to participate and benefited from a wide variety of tasks in extremely positive learning environments where they felt confident to ask questions and seek advice."*

*"Their behaviour, both in lessons and around school, is good and contributes well to their very positive attitudes to school."*

*"Students are extremely well prepared for the next stage of their lives, developing excellent workplace and basic skills, including those in information and communication technology (ICT)."*

*"Students' attainment has been consistently above average and has risen year-on-year against almost all indicators."*

*"Students are very polite and friendly and they get on together extremely well."*

### About the School

Cheam High School is an 11 - 19 co-educational school for students of all abilities. It has a strong reputation in the locality and is heavily oversubscribed with approximately 1400 applicants for 320 places each year. The school was awarded Academy status in June 2011 and now forms part of the Cheam Academies Network Trust.

The school has many strengths. These include:

- Friendly and supportive staff
- Excellence in languages
- Applied Learning expertise
- Artsmark Gold award from the Arts Council to recognise the high quality of work in Art, Drama, Music and Dance (awarded for the third time in 2015).
- Recognition of the strong sporting ethos of the school and the high standard of its many extra curricular activities
- SSAT Consultant School Accreditation
- Investors in Careers Award recognising the quality of careers and progression advice to students
- Very good range of extra curricular trips, visits and activities in a wide range of subjects and interests
- High quality teaching and support of all staff via external INSET and in house training programmes
- Strong examination results with 88% 4+(C+) in English and 85% Mathematics GCSE, and over 79% A\*-C (including English and Maths); 98% A-E and 62% graded at top grades at Level 3
- NACE Challenge Award in recognition of provision for more able, gifted and talented students (awarded for the fourth time in 2019)
- High standards of work and behaviour

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## Our School Information for Applicants

### Workload Issues

The school is an example of workload good practice and teaching staff are supported through:

- Computers in every teaching room (networked to management system), supporting access to teaching resources and administration; strong emphasis on ICT in the school to minimise bureaucracy including email and internet/intranet access. Data projectors and interactive whiteboards in all classrooms
- Excellent reprographics department who support duplication and design of materials, lamination, display services, booklets and prospectus material as well as parents'/carers' weekly flyer
- Dedicated administrative support assistants who manage funds and collection as well as attendance tracking and a variety of analysis to support evaluation
- AV support and training including hardware and equipment care
- ICT technician support for departments/year teams and whole school network
- Very effective learning support team who work supporting students in classrooms as well as providing extra additional support activities including homework clubs
- Teachers released from invigilation and other administrative tasks to support development work
- Zero cover and dedicated curriculum administrative support in departments
- Full-time Year Managers (Support Staff) working with Year Leaders (Teachers) in each year group

### There are Excellent Facilities Including:

- Whole school ICT network with interactive whiteboards in every classroom; five specialist ICT rooms plus 30 further cross-curricular ICT bases for whole class use by other subject areas
- Large Sports Hall, Gym, further indoor PE area and all-weather multi-user games area providing tennis and netball courts. All-weather surface pitch for football, etc. Dance studio. Fitness gym for student and staff use
- 17 specialist science laboratories with three preparation rooms and dedicated ICT facilities
- School halls and kitchen areas providing students with high quality food
- Post 16 teaching centre which provides 12 classrooms; the 6th Form office and student support area; social and dining facilities for Sixth Form; study/computer resource
- Art and New Hall building with additional dining and social space as well as an excellent purpose built Art department
- Performing arts teaching block which contains six large specialist classrooms with performance space as well as three practice/tuition rooms and a large recording studio
- Technology/ICT block fully equipped with ICT facilities
- Learning Resource Centre (LRC) with additional ICT/learning facilities
- Languages building for our outstanding and innovative department, with tutorial rooms to allow for 1-1 Foreign Language Assistant work



# Our School



**Respect  
& Responsibility**



**Aspiration  
& Determination**



**Curiosity  
& Character**

Our School Values

## Any Questions?

For further information about this vacancy please contact us:



**HR Team:** 020 8644 5790  
[hr@cheam.sutton.sch.uk](mailto:hr@cheam.sutton.sch.uk)

Cheam High School



## Our School Information for Applicants

### The School Management and Communication Structure

The leadership team currently consists of the Headteacher, four Deputy Headteachers and five Assistant Headteachers, each of whom is responsible for major aspects of the school's work. Each member of the leadership team manages department, year and/or support staff areas. External INSET is co-ordinated by a Deputy Headteacher in order to meet identified needs within the school. The School is strongly committed to staff development and opportunities for progression at all levels within the school and there is an explicit staff development policy.

### Post-16 Provision in the School

The Sixth Form is a very important part of the school with its own study, social and specialist teaching and examination areas. Most students stay on to take one of a range of courses and we also recruit approximately 80 external students each year.

*Courses offered include:*

- Advanced courses (A Level or AS Level or BTEC Nationals) in over 38 subjects
- Support for Mathematics and English Level 2 qualifications
- Enrichment and mentoring activities to prepare for Adult life and the transition to Further Education or work
- Extended Project Qualification

*Academic results are high with:*

- 98% A - E grades at Advanced Level, with 52% at grade B or above
- 100% BTEC pass rate with 57% at Distinction or above
- Significantly above average progress in AS, A2 and BTEC Level 3 courses

### Teaching Organisation and the Curriculum

The school offers a wider curriculum than that required both at KS3 and KS4. There is a strong emphasis on academic progress and appropriate targets, supported by academic tutoring for all students. As a result of the commitment of staff and students, examination results have been consistently high in recent years.

All subjects taught may be studied to GCSE, A Level or BTEC Level 2/3. Students focus on their chosen KS4 option subjects from Year 9, beginning with a foundation course in the Autumn term. A system of setting is used for teaching groups from Year 7. The allocation of 12 or more teaching groups gives average class sizes of 27 students.

The SENCO is responsible for maximising support for students and staff through the coordination of additional programmes and the allocation of support staff. This includes responsibility for students with Education Health Care Plans. In addition there are support staff and classroom assistants who concentrate on working with students with EHCPs in identified subject areas.

Homework is set regularly in all subjects.

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**Cheam High School**

## Our School Information for Applicants

### Tutorial Organisation

The school's strong and effective pastoral system emphasises academic standards and good behaviour, with the tutors led by Year Leaders and Year Managers providing the first point of contact between parents and the school.

Students are allocated to mixed ability tutor groups on entry to the school and it is usual for tutors to take their groups from year to year. Tutors are essential to the aims of the school both in terms of keeping an overview of the "whole child" as well as being involved in emphasising academic progress.

The Personal, Social and Health Education (LIFE) programme, including careers and health education, is well supported by materials and INSET as appropriate. This is delivered by a dedicated teaching team.

### Working Within the School

Cheam High School supports new staff, whether newly qualified or experienced teachers, through a formal induction programme. This covers various areas such as how systems in the school work and the roles of various staff, as well as more practical issues such as discipline and the school detention system. In addition to the whole school programme each department has a clear statement of practice in terms of recognising and providing support for new members of staff. It is recognised that Early Career Teachers (ECTs) in particular benefit from clear support procedures and that this initial investment brings benefits to both the individual and the school. There is a well structured programme ensuring that ECTs are given quality support in meeting the induction standards.

Cheam High School staff are both welcoming and helpful. There is a staffroom social committee which organises various events as well as regular Friday evening sporting sessions for those with energy!

### Safeguarding

The school takes very seriously the protection of children in its care. It does this through:

- Clear guidance and expectations for staff in terms of their conduct
- Strong staff awareness of child protection issues, with accompanying vigilance for any signs of concern
- Clear policies and procedures with respect to Safeguarding, including a named Designated Safeguarding Lead for Child Protection, training for all staff, and clarity as to how to manage any student disclosures.

All new staff undergo training in this area, and are expected to demonstrate appropriate attitudes towards both students and the school's responsibility for their protection. All adults in the school are subject to various checks, including those relating to safeguarding (eg Barred List, DBS as appropriate).

Cheam High School is committed to equal opportunities for its community. This includes a zero tolerance for discrimination.

### Further Information

Please have a look at our website [www.cheam.sutton.sch.uk](http://www.cheam.sutton.sch.uk) for further information about what we offer our students and staff.

### Making an Application

On the website you will find an application form and further details about the post. We hope that this information encourages you to apply to Cheam High School and we look forward to receiving your application in due course. These can be emailed to HR at [HR@cheam.sutton.sch.uk](mailto:HR@cheam.sutton.sch.uk)

Short listed candidates will be contacted by letter, email or phone and be invited to attend the school for interview. We look forward to hearing from you.



## **Cheam High School**

*"An Outstanding School"*

OFSTED 2015, 2010 & 2007

**Headteacher:**

**Mr P Naudi MA (Oxon)**

**[www.cheam.sutton.sch.uk](http://www.cheam.sutton.sch.uk)**

Email: [office@cheam.sutton.sch.uk](mailto:office@cheam.sutton.sch.uk)

Telephone: 020 8644 5790

Sixth Form Telephone: 020 8254 6857



## **Cheam Academies Network**

**Chief Executive Officer:**

**Miss R Allott MA (Cantab) MEd**

**[www.canschools.co.uk](http://www.canschools.co.uk)**

Email: [info@CANSchools.co.uk](mailto:info@CANSchools.co.uk)

Telephone: 0208 644 5790 / 6505

Cheam Academies Network (trading as Cheam High School) is a company registered in England and Wales, company number 07588097, registered address Cheam High School, Chatsworth Road, Cheam, Surrey, SM3 8PW. VAT registration number 120409266.