

## Head of Economics & Business Management 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](#)



Cheadle Hulme School



## 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 ECONOMICS & BUSINESS MANAGEMENT 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 is very well equipped.

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.

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 three Economics and three Business Management sets in the Lower Sixth and three Economics and two Business Management sets in the Upper Sixth. All teachers are currently expected to be able to contribute to the delivery of both Economics and Business Management courses. 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.

Teachers in the Department also occasionally offering 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. Students are also entered annually for the Bank of England Target 2.0 competition in which they have a very good track record of success, against high-quality local opposition. The Student Investor competition is also very popular and a large number of teams enter each year from Year 10 to the Upper Sixth.

Teachers within the Department also have a strong tradition of actively supporting Co-Curricular activities across the School. Currently, this includes running football teams, organising a mock-trial competition and supporting the Duke of Edinburgh's Award.

The curriculum is enriched with regular visits to business premises in the region and visiting speakers from the business world. Students and staff have also travelled overseas to the Czech Republic, China and India for tours focussing on business visits and analysis of dynamic change in these transition economies.





## The Appointment

The School seeks to appoint an outstanding, well qualified teacher who has the energy and vision to lead and further enhance our highly successful Economics & Business Management Department. The successful candidate will be able to teach either Economics or Business Management up to Sixth Form level and be an inspiring classroom practitioner who can challenge and stretch our able students. A willingness to assist with Co-Curricular activities is essential.



## Application procedure

A completed Application Form is to be submitted by midnight on Sunday 24 February 2019, to the Human Resources Department:

**Phone Number:** 0161 488 3330

**Email:** [humanresources@chschool.co.uk](mailto:humanresources@chschool.co.uk)

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

Interviews will take place on Wednesday 06 March 2019. Unfortunately, if you have not heard from the School in response to your application by Tuesday 26 February 2019, 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

Role title: Head of Department (Academic)  
Reports to: Deputy Head (Teaching & Curriculum)

### Overview

The Head of Department is responsible for the highest quality of teaching and learning within their Department, such that every student is able to fulfil their potential within the classroom within the given subject area. The Head of Department also leads on the strategic development of the academic curriculum for their subject, ensuring that their Department performs to the highest levels possible.

### Role Purpose

The post-holder is responsible for teaching approximately 35 periods across the two- week cycle, dependent upon departmental need/size. It is also expected they will be in School for some time during non-term time, such as on results' days.

Cheadle Hulme School is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

### Responsibilities

#### Leadership

- Support the Head in realising the aims and ambitions of the Ten-Year Strategic Plan;
- Support the Deputy Head (Teaching & Curriculum) in shaping the School Development Plan for their Department in support of the Ten-Year Strategic Plan;
- Plan for and review progress against the above on an annual basis for their subject area, ensuring that suitable progress is made and anticipated developments are clearly planned for, communicated and understood;
- Develop short, medium and long-term tactics and operations in order to deliver on the strategy for their Department, regularly monitoring the effectiveness of implementation;
- Devise and implement strategies for raising attainment and achieving excellence in the classroom for their subject area;

- Oversee, lead and manage the teaching staff within their Department, actively promoting a culture of sharing best practice and continuous professional development;
- Ensure accountability of all teaching staff within the Department with regard to their teaching (as set out in the Professional Standards) through a programme of observation, work sampling and use of the Professional Development Plan (PDP) process;
- Attend meetings with the Head, Deputy Head (Teaching & Curriculum) and other members of School management as required.

#### Academic Management and Administration

- Adhere to the School's academic policies and procedures in line with the Ten-Year and the School Development Plan;
- Ensure their Department Handbook is up to date and in compliance with the School's Policies and Procedures;
- Ensure Schemes of Work are well-planned, resourced, implemented and reviewed;
- Oversee curriculum development in their subject area;
- Meet with their Departmental teaching staff on a regular basis (weekly or fortnightly for the bigger Departments and at least monthly for smaller Departments), recording action points in the relevant folder on the Intranet;
- Ensure adherence to the annual Reporting and Assessment schedule, criteria and standards, within their subject area;
- Manage the PDP process within SchooliP for academic staff within their Department as required;
- Lead on and participate in Working Parties, as required;
- Oversee and manage their Departmental budget in a responsible manner.

#### Student Recording, Assessment and Management

- Work with the Assistant Head (Academic) to enable teaching staff within their Department to oversee student working habits and attainment, identify when intervention is required and plan for the needs of the students in their teaching groups;
- Work with the Pupil Progress and Welfare teams to ensure the AMP programme and process is effectively used by all teaching staff within their Department;
- Ensure the administration of academic rewards and sanctions is fair and consistent within their Department;
- Ensure academic reports are completed in an effective and timely manner by Departmental staff;
- Provide the Examinations Officer with accurate information about forthcoming entries, ensuring all examination deadlines, such as coursework, are met;
- Monitor internal and public examination results for their Department, interpreting the data and tackling any issues arising, including underperformance;
- Oversee the Department's Co-Curricular provision, including trips, academic clubs and other enrichment opportunities, such as competitions;
- Liaise with the Head of Careers to serve as the point of contact for students wishing to pursue university studies and careers in the subject area;
- Ensure the School Library's resources for their Department are reviewed at regular intervals.

#### External Interface

- Attend major School events, such as Parents' Evenings, admissions events, and exam results days;

- Meet prospective parents, conduct tours, and interview prospective students as part of the School's admission process.

#### Other Responsibilities

- Interview applicants for teaching posts;
- Contribute to the Department Review process;

To undertake additional reasonable duties as requested by the manager or another appropriately senior colleague.

This is not an exhaustive list, and will vary as the School's requirements change. Flexibility regarding working hours may be expected from time to time, in consultation with the member of staff.

**It is expected that the post holder will adhere to and meet the DfE Teaching Standards, and the CHS Internal Standards for Middle Leadership & Management and for Co-Curricular involvement. (All these documents form part of the CHS Professional Development Plan.)**

#### Person Specification

Knowledge	
1.	Possess excellent knowledge of individual academic subject area
2.	Extensive knowledge of the Secondary Education Curriculum for their academic area
3.	Understanding and awareness of new and emerging technologies to support learning and teaching

Personal Qualities	
4.	Commitment
5.	Excellent communication skills, both written and verbal
6.	Excellent listening skills
7.	Strong interpersonal skills
8.	High level of integrity and confidentiality

9.	Resilience
10.	Thorough approach
11.	Positive 'can do' attitude
12.	Energy
13.	Openness to learning and change
14.	Ability to plan, organise and prioritise effectively
15.	Proven ability to persuade and influence staff
16.	Flexible approach to working hours
17.	Positive attitude to personal development and training

Skills & Competencies	
18.	Successfully lead, manage and direct staff
19.	Show initiative and strategic thinking
20.	Speak in an engaging and persuasive manner in public
21.	Demonstrate strong leadership skills
22.	Chair and lead meetings to reach agreed outcomes
23.	Use initiative and be proactive in all areas of responsibility
24.	Meet deadlines and thrive under pressure
25.	Demonstrate high level of organisation and time management