

Chelmsford County High School for Girls

A Grammar School with Academy Status



Appointment of Headteacher

Salary: £73,903 - £91,223
Required 1st September 2019

Tours of the School:

28th, 29th and 30th November 2018

Closing Date:

Monday 10th December 2018

Shortlisting:

w/c 10th December 2018

Interviews:

24th and 25th January 2019

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November 2018

Dear Prospective Applicant

Appointment of: Headteacher

Thank you for requesting information about the post. Should you decide to apply and be successful you will be joining a school which, from your first visit, will strike you as vibrant, bursting with energy and enthusiasm, and above all a very happy school that celebrated its Centenary Year in 2007. You will also find it useful to visit the school website www.cchs.co.uk.

We have been rated an outstanding school since 2007, and pride ourselves on providing girls with the best possible education.

Chelmsford County High School for Girls was the first secondary school in Essex to convert to Academy status in January 2011. The status offers us a range of opportunities to pursue academic goals whilst running the school as a limited company. The School expanded to 5 forms of entry in 2015 in response to increasing demand for grammar school places in the area, over 1,000 girls sit our entrance test each year. Expansion will be completed by 2020, we expect our Sixth Form to grow as a result. The School has plans to continue to develop the site by providing a sports hall, new science laboratories and re-designing some of the existing facilities.

Our school is led by a strong team of senior staff and governors who are constantly striving for excellence, seizing all opportunities for the benefit of our students and our staff.

We are seeking to appoint a person who is fully committed to single-sex selective education with the skills, knowledge and experience to lead the school through the financial challenges facing all schools, working with the team of teachers and leaders. Above all, we are looking for a committed individual with a genuine interest in providing the highest quality in every aspect of the role. Our students deserve the very best we can provide. We believe in the importance of a collaborative approach and a commitment to the team. The successful applicant will benefit from a wide range of experience at our school and will be part of a dedicated team of professionals working together to achieve outstanding outcomes.

Thank you for your interest. If you feel that Chelmsford County High School for Girls can provide the challenges and opportunities you are looking for then we would be delighted to hear from you.

Yours faithfully

Stephen Miles
Chair of Governors



STUDENTS

Chelmsford County High School is a great place to work with a caring ethos – our students are motivated, pleasant, courteous, well-behaved and enormous fun! They like school, and enjoy learning, achievement is high, and almost all the students go on to Higher Education at the most competitive universities, including Oxford and Cambridge.

THE SCHOOL

Chelmsford County High School was founded in 1906 as one of the first girls' secondary schools in Essex. In an area where most other schools are all-ability comprehensives, it is a selective grammar school with academy status.

In September 2015, we expanded our intake for Year 7 and Year 12 admitting 150 students per year groups. Most of our students in Year 11 return for the Sixth Form, and some 30-40 students join Year 12 from other schools. Entry at Year 7 is highly competitive: according to our admissions policy we offer places to the 150 girls who meet our criteria, out of the 1,000 or more who sit the entrance test. The School has a large number of "feeder" primary schools, around 80 in any one-year group! Entry into the Sixth Form is determined by a strong performance at GCSE, which suggests good potential in the subjects chosen for A Level. At present, there are 967 students on roll with 242 in the Sixth Form. Our students follow a broad curriculum with equal value attached to each subject area. We are working towards an Artsmark Gold Award, which celebrates the emphasis we put on creativity across the curriculum.

This is not a complacent school. We regularly review our practice, and ensure that classroom methodology is appropriate to the needs of our students. All staff have the opportunity to contribute to whole school planning for improvement through their subject and year teams as well as focus groups, each led by a member of the Senior or Middle Leadership Team.

This is a very busy school, which places a strong emphasis on enrichment activities. There is a fine tradition of musical performance, and most students play at least one instrument. There are many orchestras, choirs and ensembles. Drama is also an important enrichment activity,





with clubs, and major school productions involving many students. Our sports teams are very successful, as are our individual sportswomen. Our students are lively and talented, as well as being academically able, and we try to provide plenty of opportunities for them. They also run a wide range of clubs or societies such as the Law society and Medical society where they invite speakers or present papers themselves. House activities include some distinctly less serious events, which nonetheless challenge student ingenuity. As a girls' school we challenge gender stereotypes and place great importance in presenting our students with a wide range of opportunities beyond the taught curriculum, this includes involvement in many STEM activities and competitions.

In terms of resources and buildings, we have a fine mixture of "traditional", provided by the original main building, and a variety of buildings dating back to different decades of the last century together with some excellent modern facilities, such as the Music and Languages Centres. There is good computer provision, including interactive whiteboards in every classroom. We have some dedicated Sixth Form facilities, a dance/drama studio, and all-weather artificial pitch. We recently created a lecture room where we run a programme of academic lectures.

Governors are highly committed individuals who are generous with their time and the expertise they bring to the School. Parents are very supportive individually or through the Parents' Association, and have, obviously, very high expectations of the School. We have a strong school community, which is friendly and welcoming. We trust our students to behave well, and the atmosphere in the School reflects our high expectations of them in this respect.

STAFF

- ❖ The School currently has a teaching establishment of 43 full-time and 25 part-time staff.
- ❖ There is a non-teaching establishment of 34 Support Staff most of whom are part-time, who support teaching and learning in various capacities.
- ❖ The school operates a no-smoking policy.

THE SENIOR LEADERSHIP TEAM

Please refer to the chart overleaf for detail.

- ❖ **Headteacher:** Mrs Nicole Chapman
- ❖ **Deputy Head - Curriculum Planning and Staff Development** – Mr Stephen Lawlor
- ❖ **Deputy Head - Pastoral** – Mrs Maria French
- ❖ **Assistant Headteacher - Head of Sixth Form** – Dr Michael Palmer
- ❖ **Assistant Head Teaching & Learning** – Mr Nicholas Minnican
- ❖ **Business Manager** - Mrs Melissa Mulgrew to take up the post in February 2019.



CCHS Leadership Structure



CHELMSFORD COUNTY HIGH SCHOOL FOR GIRLS YEAR 13 A LEVEL RESULTS SUMMER 2018

Y13 Students on Roll

106

Subject	Entries	A*	A	B	C	D	E	A* - B %	A* A
Art	12	5	4	3	0	0	0	100.00%	75.00%
Biology	48	9	10	14	10	4	1	68.75%	39.58%
Chemistry	38	4	9	6	15	2	1	50.00%	34.21%
Chinese	2	0	0	1	1	0	0	50.00%	0.00%
D&T Product Design	3	0	1	0	2	0	0	33.33%	33.33%
Economics	25	3	7	9	2	3	1	76.00%	40.00%
English Literature	31	5	9	12	5	0	0	83.87%	45.16%
French	9	0	3	3	3	0	0	66.67%	33.33%
Geography	18	8	8	2	0	0	0	100.00%	88.89%
German	8	1	6	1	0	0	0	100.00%	87.50%
Government & Politics	12	0	4	4	2	1	0	66.67%	33.33%
History	30	4	8	11	4	2	1	76.67%	40.00%
Latin	11	0	7	2	0	1	0	81.82%	63.64%
Mathematics	52	13	15	13	6	4	0	78.85%	53.85%
Further Mathematics	8	2	4	1	0	1	0	87.50%	75.00%
Music	5	0	1	2	2	0	0	60.00%	20.00%
Physics	11	2	4	2	1	2	0	72.73%	54.55%
Psychology	20	8	2	5	5	0	0	75.00%	50.00%
Religious Studies	10	2	2	3	2	1	0	70.00%	40.00%
Spanish	5	0	3	1	0	1	0	80.00%	60.00%
Theatre St	10	1	6	2	1	0	0	90.00%	70.00%
TOTALS	368	67	113	97	61	22	4	75.27%	48.91%
EPQ (1/2 A Level)	17	5.5	5.5	2.5	3	0.5	0	79.41%	64.71%
TOTALS	385	72.5	118.5	99.5	64	22.5	4	75.45%	49.61%

% of grade A Level
% of grade A Level inc EPQ

18.21%	30.71%	26.36%	16.58%	5.98%	1.09%
18.83%	30.78%	25.84%	16.62%	5.84%	1.04%

A Level

passes at grades A* to E
passes at A* to B
students with 3 or more A* A grades
students with 4 A* A grades
students with 5 A* A grades

2018	2017	2016	2015	2014
98.91%	99.22%	100.00%	99.71%	100%
75.27%	75.39%	85.23%	82.00%	88.21%
36	16	42	32	58
13	3	21	18	29
0	1	1	2	2



NOTE:

Until 2017, in addition to A Level, a cohort of students studied the IB Diploma.



Academic Results

CHELMSFORD COUNTY HIGH SCHOOL FOR GIRLS

GCSE LEVEL RESULTS SUMMER 2018

Y11 Students on Roll

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Subject	Entries	A*	A	A*/A	B	C	D	E	U	A*/A %	Av Point Score
Chinese	9	7	1	8	0	1	0	0	0	88.89%	7.83
D&T Graphics	35	7	16	23	10	2	0	0	0	65.71%	6.70
D&T Textiles	19	11	7	18	1	0	0	0	0	94.74%	7.79
TOTALS	63	25	24	49	11	3	0	0	0	77.78%	7.44

% of grade	39.68%	38.10%	77.78%	17.46%	4.76%	0.00%	0.00%	0.00%
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Subject	Entries	9	8	7	9/8/7	6	5	4	3	2	1	9/8/7 %	Av Point Score
Biology	118	76	21	15	112	4	0	1	1	0	0	94.92%	8.35
Chemistry	118	66	19	21	106	9	1	1	1	0	0	89.83%	8.10
Computing	25	14	3	4	21	0	1	1	2	0	0	84.00%	7.48
Drama	42	16	13	5	34	7	1	0	0	0	0	80.95%	7.86
English Language	118	32	36	28	96	17	4	1	0	0	0	81.36%	7.61
English Literature	119	42	33	30	105	9	3	1	1	0	0	88.24%	7.77
Fine Art	35	12	9	4	25	6	4	0	0	0	0	71.43%	7.54
French	57	27	15	12	54	2	0	1	0	0	0	94.74%	8.12
Geography	85	32	29	13	74	8	1	2	0	0	0	87.06%	7.91
German	70	32	15	15	62	6	2	0	0	0	0	88.57%	7.99
History	90	40	21	15	76	8	5	1	0	0	0	84.44%	7.89
Latin	53	32	12	4	48	2	2	0	1	0	0	90.57%	8.19
Mathematics	118	42	43	16	101	13	3	1	0	0	0	85.59%	7.89
Music	30	14	11	2	27	1	1	0	1	0	0	90.00%	7.97
Physical Ed	12	2	4	3	9	3	0	0	0	0	0	75.00%	7.42
Physics	118	65	25	13	103	11	1	3	0	0	0	87.29%	8.13
Religious Studies	40	23	13	4	40	0	0	0	0	0	0	100.00%	8.48
Spanish	9	5	1	1	7	1	1	0	0	0	0	77.78%	7.89
TOTALS	1257	572	323	205	1100	107	30	13	7	0	0	87.51%	7.92

% of grade	45.51%	25.70%	16.31%	87.51%	8.51%	2.39%	1.03%	0.56%	0.00%	0.00%
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GCSE	2018	2017	2016	2015	2014
passes at grades A*/A/9/8/7	87.05%	88.01%	88.99%	85.66%	84.41%
passes at A*/9/8	69.70%	57.57%	55.75%	51.91%	49.04%
passes at grades A* to C	100.00%	99.71%	99.79%	99.51%	99.31%
5 or more passes A* to C	N/A	100.00%	100.00%	100.00%	100.00%





Job Description

ROLE:

To lead and manage the School effectively, securing its position as a centre of academic excellence where the development of the whole student is paramount.

Responsible to: The Governing Body

Responsible for: Implementing the strategic direction of the School, as agreed with the governors, incorporating all aspects of the School's leadership and management, including curriculum, teaching and learning, staffing, discipline, finance and premises.

EMPLOYMENT DUTIES:

The appointment is subject to the current conditions of employment of Headteachers contained in the School Teachers' Pay and Conditions Document, the School Standards and Framework Act, the National Standards for Headteachers, and other current educational and employment legislation. In carrying out her/his duties the Headteacher shall consult, where appropriate, with the Governing Body, the staff and students of the School, the parents and other stakeholders. The successful candidate will be subject to fulfilling the DfE Headteacher Standards with oversight of the School's Strategic and Development plans.

PRIORITIES:

- Curriculum:**
Maintain throughout the School a breadth of curriculum that values equally the Creative Arts, Maths, Science, Humanities, English, Classics, Languages and Social Sciences in the Sixth Form.
- Academic results and retention:**
Remain the Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success.
- Financial viability:**
Achieve a balanced in-year budget.
- Campus development:**
Improve the quality of accommodation to highest standard across the curriculum area and address overcrowding.
- Admission policy:**
Increase number, quality and range of applicants to the School, ensuring that able girls, irrespective of their social background are admitted.



Job Description

PURPOSE

- ❖ To provide vision, leadership and direction for the school and ensure that it is managed and organised to meet aims and objectives.
- ❖ To establish high quality education by effectively managing teaching and learning, using personalised learning to realise the potential of all students.
- ❖ To establish a culture that promotes excellence, equality and high expectations of all students.
- ❖ To evaluate the school's performance and identify the priorities for continuous improvement and raising standards.
- ❖ To ensure equality of opportunity for all, develop policies and practices, ensure that resources are efficiently and effectively used to achieve the school's aims and objectives and for day-to-day management, organisation and administration of the school.
- ❖ To secure the commitment of the wider community to the school by developing and maintaining effective partnerships. Play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally through partnerships.
- ❖ To create a productive learning environment which is engaging and fulfilling for all students.

GENERIC

- ❖ You are to carry out the duties of the Headteacher as set out in the School Teachers' Pay and Conditions document 2018 and subject to any amendments due to government legislation.
- ❖ You are expected to meet the standards as set out in the current or prevailing National Standards for Headteachers, as appropriate to the context of Chelmsford County High School for Girls.
- ❖ You will have due regard to the requirements of the current or prevailing OfSTED Framework for the Inspection of Schools.
- ❖ You will actively undertake personal professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

PERFORMANCE MANAGEMENT

- ❖ To undertake annual Performance Management, setting and agreeing targets linked to school improvement priorities with the Governors.
- ❖ Specific accountability questions and success criteria of achievement will be negotiated and agreed at the beginning of the annual performance management cycle.

KEY AREAS:

SHAPING THE FUTURE

- ❖ Work with the Governing Body and others to create a shared vision and strategic plan, which inspires and motivates students, staff and all other members of the school



Job Description

community, expressing core educational values and moral purpose and inclusive of stakeholders' values and beliefs.

LEADING LEARNING AND TEACHING

- ❖ Raise the quality of teaching and learning and students' achievement, setting high expectations, monitoring, and evaluating effectiveness of learning outcomes.
- ❖ Establish a successful learning culture, which enables students to become effective, enthusiastic, independent learners, committed to life-long learning.

DEVELOPING SELF AND WORKING WITH OTHERS

- ❖ Build a professional learning community, which enables others to achieve.
- ❖ Support all staff in achieving high standards through performance management and effective continuing professional development.
- ❖ Be committed to own professional development.

MANAGING THE ORGANISATION

- ❖ Provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- ❖ Ensure that the school and the people and resources within it are organised and managed to provide an efficient effective and safe learning environment.
- ❖ Build capacity across the workforce, through re-examining the roles and responsibilities of staff working in the school, and ensure resources are deployed to achieve value for money.
- ❖ Seek to build successful organisations through effective collaboration with others.

STRENGTHENING COMMUNITY

- ❖ Commit to engaging with the internal and external school community to secure equity and entitlement.
- ❖ Collaborate with other schools in order to share expertise and bring positive benefits to CCHS and other schools.
- ❖ Work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all students.
- ❖ Share responsibility for leadership of the wider educational system and be aware that school improvement and community development are inter-dependent.

IN ADDITION:

- ❖ Lead the Senior Leadership Team providing vision, leadership and direction for the school and ensure that it is managed and organised to meet aims and targets, with all members of the SLT contributing towards this.
- ❖ Provide an environment conducive to the development of confidence and self-esteem of young women, equipping them for the challenges of an active role in the modern world, whatever their chosen field.
- ❖ Provide a breadth of experience that enables all students to understand the options and choices available to them, to extend their horizons and open doors to them, including and well beyond the taught curriculum.
- ❖ Cater for the whole student body from 11-19, viewing their entitlement as the whole of the secondary phase beyond compulsory schooling into young adulthood, encouraging each to use the learning opportunities provided to develop to this full potential.
- ❖ Create and maintain a positive climate and code of conduct, which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school.
- ❖ Involve all students in the success of the school, through appropriate support, acknowledgement and celebration of their academic and extra-curricular achievements.
- ❖ Continue the journey of excellence to ensure that the school's outstanding record of achievement is maintained and enhanced.

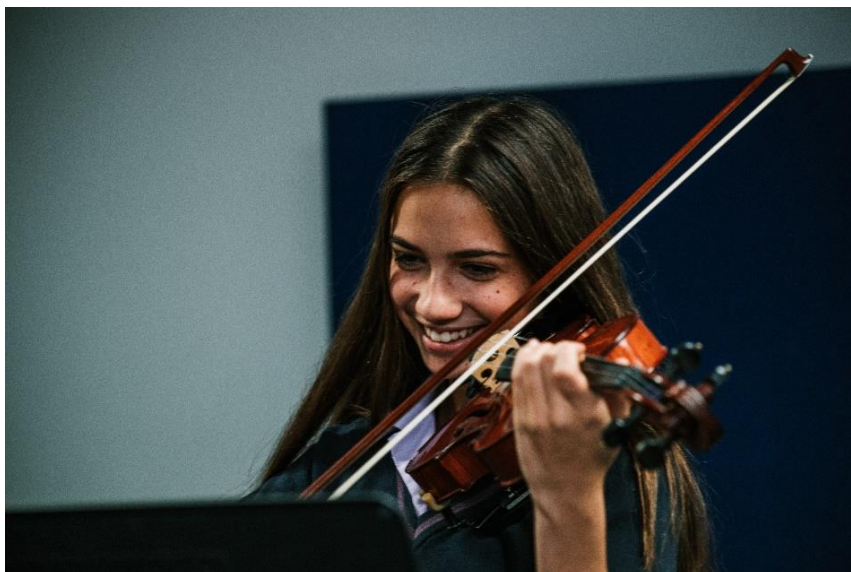


It is important that your application should address and evidence each of the criteria detailed in Part One of the specification by means of a supporting document.

An inspirational leader and strategist, passionate about teaching and learning, having respect for all students whatever their background and committed to raising standards of achievement through innovative practice.

PART ONE: EXPERIENCE

1. Previous experience as a Head or Deputy Head within a successful secondary school from either the state or independent sector.
2. Successful experience of managing strategic whole school initiatives through a complete cycle, including the monitoring, evaluation and review of initiatives.
3. Implementation and delivery of initiatives for raising attainment and raising the quality of teaching and learning through training, support and lesson observation.
4. Experience in, and commitment to, promoting and working with different learning styles and abilities, particularly in challenging and supporting exceptionally able students in a forward thinking curriculum.
5. Successful track record of building excellent networks as well as good working relationships with students, staff, parents, governors and the wider community.
6. Experience of development/action planning and target setting.
7. Experience of performance management, including experience of developing and implementing strategies to challenge underperformance.
8. Demonstrable experience of the successful management of financial and human resources, including clear commitment to active fundraising to improve facilities and opportunities for the students.





PART TWO: KNOWLEDGE AND UNDERSTANDING

1. Knowledge of current national policies, educational issues and the statutory and legal framework within which a school operates.
2. An understanding of the issues of inclusive education and proven experience in the effective development of practices to support this concept.
3. Some understanding of the requirements of a selective girls' school.
4. Knowledge of the application and potential of ICT in education.
5. Understanding of how to promote the school within the community and utilising the community and its environment to enhance the work of the school.
6. Understanding of a range of personalised learning initiatives.
7. The ability to analyse and use data to establish benchmarks and set challenging targets for improvement.
8. Possess excellent interpersonal, written and oral communication skills.

PART THREE: LEADERSHIP AND MANAGEMENT

1. A clear vision of high quality education that secures the commitment of students, staff, parents and the wider community to the aims and ethos of the school.
2. Clear vision and drive to take the school forward through a process of continuous improvement based on critical evaluation, sound planning and challenging targets.
3. Proven practice in selecting, leading, motivating and supporting staff to achieve high standards for all students.
4. Willingness to develop knowledge and understanding of secondary and post-16 education and its best practice.
5. The ability to plan strategically for the future including curriculum and pedagogic matters and in staff and resource deployment.
6. The ability to work collaboratively with the Governing Body to enable it to meet its responsibilities.
7. The ability to work collaboratively with the local authority, other schools, agencies and organisations to drive forward the development opportunities of the school.
8. The skills to present a positive role model in carrying out duties and when representing the school.

9. Can work effectively as part of a team and acknowledge effort, achievement, and value and celebrate the achievements of individuals and teams.
10. A commitment to selective, single sex, multi-cultural education and the ability to articulate the challenge and values of such an education to the wider community.
11. Possess integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, students, governors and parents in promoting the values, ethos and standards of the school.

PART FOUR: MINIMUM QUALIFICATIONS

1. A good Honours Degree
2. A Higher Degree (desirable)
3. Qualified Teacher Status
4. Completion of working towards NPQH (or a serving Headteacher)
5. Evidence of continuing professional development





Application Process

To apply for this role:

1. Please submit a completed application form, ensuring that all boxes are completed. The application form is available on our website under Vacancies:
<http://www.cchs.co.uk/vacancies/>
2. Write an accompanying letter, addressed to Mr Stephen Miles, Chair of Governors outlining what you would bring to the post, addressing the Person Specification and the Job Description.
3. Complete the Equal Opportunities Monitoring Form, and the Disclosure of Criminal Convictions form, which is included on the Application Form.
4. Please give the names, positions, organisations and telephone contact numbers of two referees, one of whom must be your current or most recent Headteacher. Referees will be contacted prior to interview, unless you specifically state otherwise.
5. Ensure that you have included work, mobile and home telephone numbers, and an e-mail address.
6. Applications to be emailed to Mrs Wendy Newton, Clerk to Governors, wnewton@cchs.essex.sch.uk for the attention of Mr Stephen Miles, Chair of Governors.
7. **Shortlisting:** only candidates whose applications meet the selection criteria will be invited for interview.
8. **Interview:** shortlisted candidates will take part in an in-depth interview process.
9. All new staff will be subject to a probation period of six months.
10. The schedule will be as follows:

Tours of the School: 28th, 29th or 30th November 2018.
To arrange a mutually convenient time, please contact
Mrs Hazel Bates: hbates@cchs.essex.sch.uk, 01245 245729

Closing date: Monday 10th December 2018
Short-listing: w/c 10th December 2018
Interviews: 24th and 25th January 2019

Please contact Mrs Wendy Newton, Clerk to Governors, by email (above) or telephone on 01245 245732 if you have any questions.

NOTE: your application will be photocopied for distribution to the Governors' Selection Panel. Clarity is therefore essential.



About Chelmsford

Situated just 30 miles northeast of London, Chelmsford is the perfect base, with excellent road, rail and air communications. The A12 runs to the east of the town, meeting the M25 near Brentwood, with London's Liverpool Street railway station, and Stansted Airport 30 minutes away, respectively. From a bustling town centre with excellent shopping and eating facilities, to tranquil villages, unspoilt countryside and coast, Chelmsford is the perfect combination of city and country.

Chelmsford took the top spot in the 2018 Sunday Times Best Places to Live guide. In the guide, which ranks towns on factors including jobs, broadband speed, culture, community spirit and local shops, Chelmsford ranked Best Place to live in the East as it is also home to several excellent state schools, and the Anglia Ruskin University.

Despite redevelopment in the past 30 years, Chelmsford retains many glimpses of its past. It was awarded City status in 2012. Mentioned in the Census of 1086 as two settlements beside the River Can, later joined by a bridge, it became the County town in 1250. The Blackwater and Chelmer Navigation Canal opened in 1797, linking the town to the coast, and the railway came in 1843. Chelmsford is the renowned birthplace of radio; Marconi began broadcasting in 1895, and the city has attracted major names in the business world ever since.

The town centre benefitted from some investment recently with John Lewis, and many more high-class shops located in the new Bond Street.







Headteacher

September 2019

Salary: £73,903 - £91,223

Chelmsford County High School for Girls is one of the most successful girls' selective schools in the country. This post is therefore, an exciting opportunity to join a thriving and dynamic environment focussed on educating highly able girls.

Our Headteacher, Nicole Chapman, has decided to retire after 12 years of outstanding leadership and vision.

The Governors wish to appoint an experienced, ambitious, energetic headteacher with a deep understanding of the ethos of our selective girls' school. Our over-arching vision is "Developing the Leaders of Tomorrow" with the aims of striving for excellence in all we do, achieving individual potential, whilst contributing to the local and global community.

CCHS has been a single Academy Trust since 2011. We regularly work with a number of primary and secondary schools on an informal basis. These links are important and we seek to appoint an outward looking headteacher who will strengthen our work within our community and beyond. Our school expanded by one form of entry in 2015 and we will reach our current full capacity in 2021.

- Prospective applicants are invited to visit the School on 28th 29th or 30th November 2018.
To make an appointment, please contact: Mrs Hazel Bates 01245 245729/ hbates@cchs.essex.sch.uk
- **Closing date for applications:** Monday 10th December 2018
- **Interviews:** 24th and 25th January 2019
- The Application Form and Pack can be downloaded from our website: www.cchs.co.uk/vacancies.
Please email completed applications to the Clerk to Governors, Mrs Wendy Newton, wnewton@cchs.essex.sch.uk

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. The post is subject to an enhanced DBS Check.