



About the Laurus Trust

Message from the CEO



Dear Applicant,

Thank you for your interest in this post. We hope the information that follows helps you to gain an insight into the essence and heart of our organisation.

We are a Multi-Academy Trust with a vision for everyone, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

The opportunities for learning and development for both teaching and support staff are such that there has never been a more exciting time to join our ambitious and growing organisation.

Cheadle Hulme High School is the founder school for the Laurus Trust. At CHHS and across the Trust we place great importance on our core purpose of teaching and learning and on supporting our students in developing the knowledge, attitudes, skills and habits which will enable them to flourish and succeed. This ethos was recognised in our Ofsted inspection in December 2014 which deemed CHHS an outstanding school: "The headteacher, senior leaders and governing body work with passion and a shared vision and determination for all students at the school to excel at all levels. There is an established ethos of high expectations and aspirations for all."

We work hard to ensure that every member of our school community has access to a rich and diverse range of opportunities and professional development. We proactively support flexible working. We pride ourselves on the good relationships that exist at all levels and which are based on trust, openness, teamwork and respect.

We think that the following quote from our Ofsted report says it all: "In our school there is a 'buzz' and enthusiasm about the place and laughter is valued. People are curious and keen to try out new ideas. There is a strong sense of optimism and pride in the school's successes."

We are very proud of our schools and our Trust and are excited about our future. We welcome interest from forward-thinking, motivated and hard-working individuals who wish to share in our success and we look forward to receiving your application.

Linda Magrath

Chief Executive of the Laurus Trust

Laurus Trust schools

The [Laurus Trust](#) currently comprises five schools:

[Cheadle Hulme High School](#) (CHHS – an 11-18 high school and the Trust founder school)

[Gorsey Bank Primary School](#) (GBPS – joined the Trust in 2016)

[Laurus Cheadle Hulme](#) (LCH – an 11-16 high school which opened in Stockport in Sept 2018)

[Laurus Ryecroft](#) (LR – an 11-18 high school which opened in Tameside in Sept 2018)

[Cheadle Hulme Primary School](#) (CHPS – which opened in Stockport in Sept 2018)

The three Free Schools, LCH, LR and CHPS, were all oversubscribed for their first cohorts in 2018. They currently have an intake of Year 7 in the secondary schools and Reception and Nursery in CHPS. In addition, we have an 11-18 high school in Didsbury, Manchester, opening in September 2019. We have also been approved to open an 80-place Alternative Provision School in Stockport – the Laurus AP.



The Laurus Vision

'For everyone, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.'

Realising the vision: Culture

Achieving self-worth for every child by being unashamedly academic, unapologetically aspirational and by having uncompromising standards, all our schools develop a culture of:

- Valuing hard work – we do whatever it takes for as long as it takes
- Continuous improvement
- Respect and trust
- High expectations and ambition
- High autonomy, high accountability
- Praise and reward - celebrate success and learn from failure



Realising the vision: Academic Success



'Results that would make any school, state or independent, proud' - **Alastair McCall, Editor, Sunday Times Parent Power Schools Guide 2019.**

In the 2018 Progress 8 Headline measure CHHS came in the top 2% of schools nationally with a figure of +0.81. CHHS also ranked as the 15th non-denominational comprehensive school nationwide in the annual Times Parent Power Survey for 2019. CHHS, where recent results saw 66% of GCSE students achieve the gold standard of 9-5 in English and maths, is one of the most sought after schools in

Greater Manchester. In 2018 the progress of our disadvantaged students was Progress 8 +0.5, the national figure is -0.45. Our disadvantaged students make more progress than their non-disadvantaged peers nationally. Last year, 50% of all A-level grades at CHHS achieved an A*/A and 77% of grades were A*- B. Two thirds of our students went on to Russell Group universities.

Gorseley Bank Primary School in Wimslow is a high- performing, two-form entry primary school. It is always oversubscribed with a reputation for hard work and success. The 420-pupil school is in the top 4% of schools nationally. It is one of the top five schools in Cheshire East for 2018 combined reading, writing and maths KS2 results.

It is the best state primary school in Wimslow for reaching both the expected and the higher standard in reading, writing and maths.



Realising the vision: Preparing for Academic Success

Our Optimates programme nurtures academically able students and prepares them ultimately for entry to the most ambitious degree courses at the UK's leading universities. Starting in Year 7, we provide a wide menu of experiences designed to allow students to develop the confidence,

critical thinking skills and flexibility of thought essential for successful application to the most competitive institutions and programmes. In addition, we have the Laurus Scholars' Programme which aims to nurture the academic potential of Year 7 and Year 10 students while raising their awareness of study beyond school and college. The programme actively recruits pupil premium students and students attend workshops in Psychology, History of Art or Classics.



Realising the vision: Beyond the Classroom

The key belief at Laurus is that the all-round educational attainment of students is substantially aided by their participation in a whole range of activities, not just classroom-based academic ones. These activities really inspire and motivate our students.

Access to funding from the Law Family Charitable Foundation empowers the Law Family Education Trust to enable our students to have the same access to high quality enrichment as offered by private schools. Each Laurus school offers a wide programme of activities (Electives) which take place during the school day or in after-school clubs. Some are led by Trust-wide directors and consultants. Patsy Rodenburg, OBE, is Head of Voice at the Guildhall School of Music and Drama and a Director of the Royal Shakespeare Company and works with the Trust as a consultant for the delivery of the Cicero Curriculum which trains students in oracy, discourse and rhetoric.



Regular sport and exercise, and a sense of competitive spirit, increase personal well-being, health and concentration levels. Paul Dickov is a former professional footballer and manager who has played for Arsenal and Manchester City as well as achieving international caps for Scotland. He works with Laurus Trust students and staff as a coach and mentor and is the Trust's Director of Sporting Excellence.



The Arts have a high profile across the Trust and students are encouraged to join in a variety of dramatic and musical activities. The Trust has a writer in residence in author and adventurer Matt Dickinson, who regularly visits our schools to inspire students. The Duke of Edinburgh Award is very popular and all students have opportunities to take on leadership roles through their Houses, forms or as Subject Ambassadors.



Realising the vision: Our Ethos

From Nursery through to Sixth Form we strive to provide the best all-round educational experience. We want to develop the Knowledge, Attitudes, Skills and Habits (KASH) and personal qualities which will allow students ongoing success. Our academic and co-curricular offer is built around the framework of four Cornerstones.

Academic Aspiration

Our vision is for all our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Leadership & Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, while emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and encourage students from all backgrounds to take on roles of responsibility and engage in school and House activities. By the time they leave us, we want each student to have that true sense of self-worth which will enable them to make wise choices, stand up for what is right and what they believe in and in doing so, be of value to society.

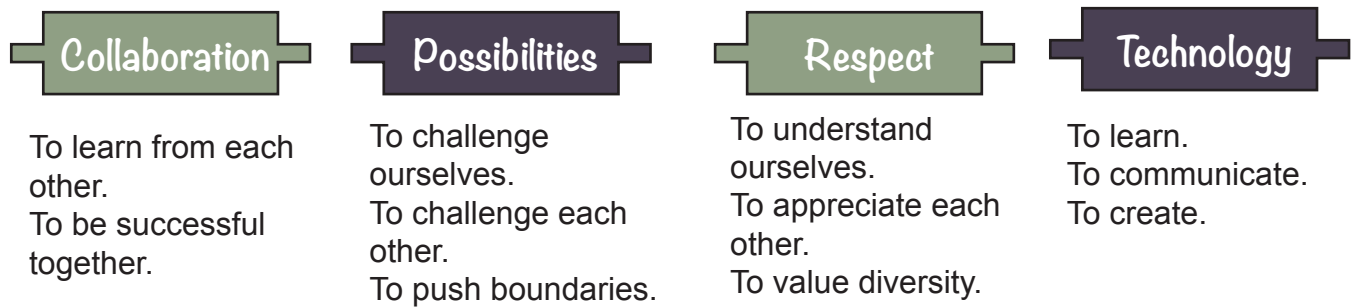
Competition & Physical Endeavour

We believe that physical activity and competition, both inter and intra school, are vital to the holistic development of young people, fostering their physical, social and emotional health. We want our students to approach competition with optimism and vitality; to relish the opportunity to demonstrate determination, creativity and perseverance in order to overcome challenges; to understand that hard work and commitment lead to a greater chance of success and that obstacles are temporary but achievement lasts for a lifetime.

Culture, Creativity & Rhetoric

Alongside our high aspirations for academic success, we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in art, music and drama. We want our students to appreciate that great writing gives us access to ideas which challenge our thinking; that the power of language gives us the opportunity to make our voice heard and present our own ideas with courage, conviction and impact; that the Arts open up worlds which we might not otherwise inhabit. We will ensure that students from all backgrounds are able to discover new talents and develop existing ones.

In the Primary phase, the Cornerstones translate into four 'Curriculum Drivers' - elements which develop the skills and values in our pupils to allow them to succeed in life.



Realising the Vision: Further Professional Learning

An important aspect of the culture across the Trust is the principle that we are all learners. We believe the best educators are the best learners. All teachers should be striving to improve, in order to provide a better education for students. Great teachers are fascinated with the process of learning. We provide significant amounts of professional learning opportunities for support staff too.

Teaching School at Cheadle Hulme High School

The Laurus Trust's teaching school, based at Cheadle Hulme High School, consists of the Altius Alliance, Continuing Professional Development (CPD) courses and school to school support. The Altius Alliance, which specialises in school-centred initial teaching training (SCITT), is the engine room to provide teachers for Laurus schools and beyond. Our SCITT was awarded Outstanding in all areas by Ofsted in November 2017. Our Primary SCITT opens in September 2019 and we will be offering two programmes – Primary PGCE and Primary PGCE with Maths.



We also provide high quality support for a number of schools. The Teaching School currently has 49 Specialist Leaders of Education who support other schools and deliver Continuing Professional Development and Pedagogy to our Associate Teachers. We aim to ensure all our teachers are research-literate and we offer an in house Masters degree in education, subsidised through the Trust.

Action Research Communities (ARC)/Teaching and Learning Teams (TLT)

Action research is inquiry-based learning carried out by professionals within the school community. Research and Development has huge potential to make a difference for shaping the educational future of our schools. Action Research Communities and Teaching and Learning Teams are groups of teachers coming together to develop their understanding and research a particular aspect of classroom practice. They conduct research as a team throughout the academic year.

Doctor of Education (EdD) – HEI Partnership

This programme is for practitioners from a range of contexts who want to study for a doctoral level award that is professionally focused.

Further Professional Learning (FPL)/ Extended Professional Learning (EPL)

Further Professional Learning/Extended Professional Learning sessions take place at points throughout the academic year. The main focus is to enable staff to stay up-to-date and discuss current classroom practice. A number of sessions will cover some of the wider work that takes place within the Trust. These are an opportunity to discuss current best practice and example session titles include:

- Teaching for Learning
- Philosophy of Education – a historical tour...
- Developing Cultural Literacy
- Progressivism
- Data – what's available and what does it tell you?
- Prioritising Pupil Premium
- Essentialism
- Leading Teaching and Learning

National Professional Qualifications (NPQs) – ASL Partnership



There are six content areas for each NPQ level which set out what a leader should be able to do. The areas are common to each NPQ but the knowledge and skills within them increase in sophistication, depth and breadth through each NPQ. There are also seven leadership behaviours, also common to each NPQ, which set out how the best leaders operate. For each content area there are corresponding assessment criteria, which are assessed through a series of defined project-based tasks (which for NPQH includes a school placement). All assessment is carried out by providers, with the DfE or its Quality Assurance Agent sampling assessments to ensure national consistency.

National Award for SEN Coordination (NASENCO) – HEI Partnership

The National Award for SEN Coordination remains a mandatory requirement for newly appointed SENCOs from 2008. Experienced SENCOs and aspirant SENCOs with appropriate experience and access to working with the SEND leadership at a strategic level can apply.

The Laurus Trust Masters Programme

One of the biggest factors in classroom experience and outcomes is the professional knowledge and skill of the teacher. Continuing to think about classroom practice and the purpose of education is a key element of the professional practice of all teachers in the Trust. The Masters Programme is a move to ensure our teachers are not passive recipients of doctrine but actively engage with relevant educational research concepts. All participants apply to the course as this is a significant additional burden on their own time. The most common route is structured into thirds and is designed to dovetail with our ITE provision.

And finally...

We hope you have found the information contained in this document helpful and informative.

Applying for a position within the Laurus Trust means you are applying to teach, or to help the teaching of, children in a successful, growing and forward-thinking organisation. We highly value each and every employee and we are as proud of our focus on professional support and development as we are of our Ofsted-outstanding reputation.

Our schools boast state-of-the-art facilities and our Trust head offices offer a stimulating and friendly atmosphere. Please read Reasons to Work in a Laurus Trust School for more information on the benefits we offer.

Please contact HR@laurustrust.co.uk for more information and good luck with your application.

The Laurus Trust

