



Christleton High School

Application Pack

Post of: Teacher of Mathematics

Full-time, Temporary—Maternity Cover, Salary: MPR/UPR required for September 2021



“Bringing aspirations to life in a happy, hardworking and caring community”



Welcome

We strive to be happy, hardworking & caring.

With 1412 students on the roll, Christleton High School is a highly successful school situated in the picturesque village of Christleton. Approximately three miles from the centre of Chester, the school serves a community of small villages and housing on the east side of the city.

Academic standards at the school are very high and frequently the highest in the region, thanks to highly motivated staff, children who wish to learn and parents who support them.

Our high standards are maintained by creating a caring climate of trust and mutual support between all who work in the school, ensuring all students leave with qualifications and skills needed for a successful life.



The Headteacher

Darran Jones



March 2021

Post: Temporary Teacher of Mathematics (Maternity Cover)

Thank you for your interest in this post. As you will see from the documentation, Mathematics is a highly successful department which children value, and in which we achieve outstanding outcomes.

In this pack you will find information about the post, including a Job Description and Person Specification. Application forms can be downloaded from our website.

Innovation in learning and standards achieved within Mathematics are very high. It is a vibrant, challenging area in which to work, and we are seeking a talented, committed and enthusiastic teacher to deliver courses across the full age range in school, including GCSE Maths, A-Level Maths, Further Maths and Core Maths. The successful

applicant will be expected to participate fully in helping to shape the mathematics curriculum in our school.

We believe that Christleton High School is a great place to work. Results and facilities are excellent, the students are polite and well-motivated and the school is situated in lovely surroundings.

Our weekly Staff Development Programme has been running for over ten years. Each Wednesday afternoon staff lead development, training and research, so that we can constantly share good practice, learn from each other and aspire to do even better.

We try to live by the maxim: **"Happy, Hardworking and Caring"**, and anyone working here should be a role model of these three characteristics.

In joining the Mathematics

department you would be joining an experienced, friendly department who have high expectations of themselves and their students.

The deadline for receipt of applications is **8.00am on Wednesday 28th April.**

Please email your completed application to:

vacancies@christletonhigh.co.uk

Interviews will take place the following week.

I hope you are interested in applying for this post and thank you in advance for all the work I know it will entail.

D P Jones

Headteacher





The Maths Department

"Bringing Aspirations to Life"

Facilities

The Maths department is housed in a purpose built, self-contained Maths Block, comprising eight well-equipped rooms. We are very well resourced and make the use of ICT to support, plan and deliver quality lessons a priority. Each room is equipped with a data projector and visualiser, with four of the rooms also having interactive whiteboards. Students and staff have access and make extensive use of a wide range of software including Autograph, Geogebra, Microsoft Office, TTRockstars and a subscription to Mymaths and MathsWatch.

The department has an interactive voting system which can be booked for use during lessons. We are keen to embrace and explore the potential of new technologies and techniques to improve Teaching and Learning. Current projects include the development of resources for use with our voting systems and the use of google classroom to encourage independent learning.

The department consists of ten fully qualified teachers.

The Curriculum

Students at Key Stage 3 are set in half-year blocks.

In Years 9 to 11, students follow the Edexcel GCSE linear specification. In addition to their GCSE, some students study for a Level 1 or 2 award in Number & Measure, whilst others may study a Level 3 Certificate in Algebra.

The Sixth form also follow the Edexcel specification for Mathematics and Further Mathematics. There is a high demand for A-Level Mathematics with approximately 50-60 students each year taking the course. In both Year 12 and 13 we have students studying Further Mathematics.

Our more able students participate in the UK Maths Challenges and other competitions organised by Liverpool University.

Examination Results 2019

Key Stage 4

Qualification Name	9-5 %	9-4 %
Maths	69	89

Key Stage 5

	A*-B%
Maths	64
Further Maths	100

"The biggest obstacle to innovation is thinking it can be done the old way."

Jim
Wetherbe, 1990

Current Staff Structure

The Maths department has 10 teachers.

The management structure is as follows:

Mr Kevin Sewell-Davies,
Head of Maths

Ms Kim Pitchford, second
in department and Head
of KS5

Mrs Ruth Day, Head of
KS4

Mr Barry Holmes, Head of
KS3



Extra-Curricular

The department runs a wide range of extra-curricular visits and activities. These include visits to university lecture days; Maths Olympiads and National Maths Challenges.





Job description

“Happy, Hardworking and Caring”

Responsible to: Head of Maths

Core Purpose: To facilitate inspirational learning

Main Responsibilities:

- To implement and deliver relevant and differentiated learning for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/Form Tutor.
- To contribute to raising the standards of student attainment.
- To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.

Key Tasks:

- To assist in the continued development and implementation of appropriate schemes or work resources, marking policies and teaching strategies in the curriculum area and the department.
- To contribute to the curriculum area and department’s development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school’s planning activities.
- To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
- To engage actively in the Performance Management Review process to enable continued personal development in the relevant areas including subject knowledge and teaching methods.
- To regularly observe colleagues’ teaching as part of on-going development.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To communicate effectively with the parents of students and external agencies, as appropriate.
- To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, Review days and liaison events with partner schools.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/ effective use of physical resources.
- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a pastoral leader to ensure the implementation of the school’s Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To mentor students in Form Groups, taking a personal interest and becoming involved in the development of the Group.



Our values....

- Caring for our students
- Commitment to high standards
- Creative and change orientated
- Collaborative
- Cheerful



CRITERIA	DESIRABLE	ESSENTIAL	METHOD OF ASSESSMENT
Qualifications		<ul style="list-style-type: none"> • Good Degree in Mathematics or maths related subject • PGCE • Subject knowledge sufficient to challenge all students 	Application form Interview
Experience	<ul style="list-style-type: none"> • Experience at KS4 and KS3 	<ul style="list-style-type: none"> • Excellent record within a department. • Experience of developing new approaches to Teaching and learning. 	References Application form Interview
Job Related Knowledge		<ul style="list-style-type: none"> • Familiarity with National Curriculum and recent changes. • Knowledge and understanding of how AfL can be used in the teaching of the subject to enhance student learning • Be able to analyse and interpret Pupil data to identify and areas of underperformance. • Knowledge and experience of implementing strategies to address underperformance. 	Interview Interview
Skills and Aptitudes	<ul style="list-style-type: none"> • Time management • High level of organisation • Patience, flexibility, good sense of humour 	<ul style="list-style-type: none"> • Enthusiasm for teaching • Ability to work as part of a team. • Willingness to take on or try new approaches & ideas. • Excellent ICT skills • Able to use a range of teaching & learning strategies • Excellent classroom management skills. • A positive attitude towards professional development and their own learning • Good organisational skills • Ability to meet deadlines. 	Letter Interview Lesson Observation References
Other Requirements	<ul style="list-style-type: none"> • Willingness to contribute to extra-curricular activities. 	<ul style="list-style-type: none"> • Excellent attendance • Excellent punctuality • Commitment to further developing your own professional knowledge, skills and experience 	References Interview



Every year we conduct a staff survey and this *Wordle* is made up of the most commonly used words that staff used to describe working at Christleton.



Currently 1412 students on roll (318 in Sixth Form)

The school is situated in the picturesque village of Christleton, approximately 3 miles from the centre of Chester, serving a community of small villages and housing on the east side of the city. Academic standards at the school are very high, frequently the highest in the region, thanks to highly motivated staff, children who wish to learn and parents who support them. Our high standards are maintained by caring and creating a climate of trust and mutual support between all who work in the school.



The school has undergone a number of major refurbishments in the last 5 years to provide excellent facilities for learning, including a new i-Research Centre costing £0.75m and a £3M extensive re-modelling of the exterior of the building. It also has a large Leisure Centre, swimming pool and 4G pitch, which are jointly managed and available for use by students and staff during the day.

Student pastoral care is organised on a 'Year' basis, with great importance attached to the work and function of the Form

Tutor. Academic organisation is based on subject departments. The Heads of Department and Heads of Year meet regularly with the Headteacher, one Deputy and five Assistant Headteachers.

The achievement and care system has recently been reorganised to increase the emphasis on achievement, ensuring all students leave with qualifications and skills needed for a successful life. The Pastoral team consists of seven Year Heads.

In Year 7, children are taught in mixed-ability form groups for all subjects except Mathematics, where they are currently in half-Year sets. In Year 8, there is setting for English, Mathematics, Science and French. In Years 10 and 11, the option system ensures each student takes the National Curriculum requirement, but the widest possible choice is offered to all students. In effect, each student has an individual timetable in Years 10 and 11, choosing from 25 subjects. The school operates a two-week timetable of 48 x 1hr periods. Every Wednesday afternoon there is systematic and planned staff development and enrichment activities for the students.

The Sixth Form at Christleton is excellent. Students choose to stay and work within the normal school environment, contributing to the education of the younger pupils and the quality of whole school life. Sixth Form students can choose from over 30 subjects at Advanced Level and most continue into Higher Education.

Christleton High School is an Academy, part of **The Learning Trust** and the Trust is the employer. The Trust website can be found at: <https://www.tltrust.co.uk/>

Details of the Governing Body can be found on the school website: www.christletonhigh.co.uk

The school has its own pay policy, and whilst this broadly follows the Cheshire West county model, there are some important differences that candidates should familiarise themselves with. The policy will be sent on request.

The school was judged as 'Outstanding' in its most recent Ofsted report (November 2014).



Our school

"Bringing Aspirations to Life"

Our curriculum enables each student to enjoy positive achievements and recognition of individual success. It provides a wide range of learning experiences and develops the skills needed for continuing education, employment and citizenship. We:

- deliver the legal entitlement within a defined curriculum, which is constantly reviewed and updated.
- encourage each student to share responsibility for his/her own learning. We will define the curriculum in terms of unified short term targets. Students and teachers will be involved in the learning process, its positive evaluation and resultant action.
- acknowledge individual achievement by positive feedback to students.

Our students are encouraged to achieve their best and contribute positively in their interaction with others. So that they can learn and develop effectively we aim to create a stable, caring environment where students feel happy, secure and confident. We offer a stimulating intellectual challenge. By underlining the value and rewards of hard work and self-discipline we foster the strengths of all students according to their abilities. We expect everyone to adhere to an agreed value system where mutual respect, empathy and integrity flourish.

We will:

- resource an accessible and effective pastoral system.
- exercise consistent and fair discipline, guided by unambiguous rules, with school and home in co-operation.
- offer practical guidance of various kinds: educational, vocational and behavioural.
- reward progress in every sphere by appropriate means.
- enable students to develop self-discipline by giving opportunities to make decisions within agreed parameters.
- ensure the organisation of the school at all levels is efficient and cohesive and exists ultimately for the benefit of our students.



Our staff are highly trained and qualified professionals, committed to the aims of the school. They are clear about their key tasks and success criteria. Through their personal qualities and enthusiasm they have high expectations of themselves and others. In their working relationships they are supportive of others, will lead by example, demonstrating their energy and will be willing to reflect, change and improve when necessary.

The managers of the school at all levels will give positive leadership and a clear sense of direction within realistic, achievable goals. Above all they will create a climate where all staff can be respected and valued. They will provide opportunities for development, fair conditions of service and appropriate information, support and resources. We:

- have quality recruitment and development policies, which recognise the importance of reassessing needs.
- co-ordinate staff appraisal and in-service training.
- set targets, evaluate and review.
- develop personal and professional support services.
- have an effective communication system and create an appropriate working environment.



Our facilities



"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives".

Clay P. Bedford





Our values

"Bringing Aspirations to Life"

The Values and Competency framework supports Christleton employees, now and into the future. It sets out the behaviours and values that provide a consistent foundation for all our processes, systems and relationships. This framework ensures that there are clear expectations of those working in our school which leads to standards being raised for the benefit of the students in our care.

- Caring for our students
- Commitment to high standards
- Creative and change orientated
- Collaborative
- Cheerful

The framework has five values and under each value there are clearly defined key behaviours and key descriptors, which show what we expect our values to look like in practice and underpin everything we do as a school.

From this set of values, flow the competency frameworks that guide how we work and how our performance is monitored and appraised. There are three competency frameworks:

- Support Staff Standards
- Teaching Standards
- Leadership Standards

Our values aim to inspire and enable all staff and students to be the best they can be.

We create an environment which is highly participative and aspirational, where every student has the opportunity to develop the skills to lead positive and fulfilling lives appropriate to her or his skills, aptitudes and interests. We support parents and carers and will work with the community to nurture all our young people. We seek to deliver an education provision which aims to develop life skills of all young people and be available to support them throughout the years of their compulsory education.





1. Caring for our students

Caring is a central quality of human relationships. Caring goes beyond a particular behaviour or action provided on behalf of others. Caring also goes beyond feelings of concern and sentiment about others. It refers to the matter, manner, and motivation of personal and professional actions and interactions. We understand and recognise that students are the focus of our work, *caring* for students lies at the heart of effective schooling and good school leadership.

Key behaviours

- To be guided by a mindset of attentiveness to others and motivation to act on their behalf.
- Bring services and provisions to staff and students that can help address their needs and concerns and help them achieve their objectives.
- All our staff will promote the functioning, success, and general well-being of students
- We will all help students grow and develop in their own right.
- We will promote inclusion, commitment, and positive psychological states, such as self-concept, esteem, and efficacy, as well as motivation, persistence, and resilience.
- Developing the capacity for caring among others; including the social relationships that students have with adults and peers in school
- Our school is characterised by a respectful and orderly environment, where teachers can focus on teaching and pupils can focus on learning. We teach, recognise and reinforce good behaviour, and we don't tolerate poor behaviour. We don't accept any excuses, and we don't make any either.
- Respect for individuals - we work together to create a culture based on trust, respect and dignity.

Key descriptors:

Tolerant
Appreciative
Values all members of the school community
Considerate to others
Kind
Honest
Have integrity
Empathetic
A strong sense of fairness, justice and respect
Compassionate

2. Commitment to high standards

This means being dedicated to the welfare and success of all in our school. We believe that every student can achieve great things. So we set exceptionally high expectations for all our students, and we do whatever it takes to meet them. Our aspirations are no lower for our most vulnerable students. We hold ourselves accountable and take ownership of those things for which we are responsible.

Key behaviours

- Staff who frequently go the extra mile to do their very best for the people they support.
- We expect all our staff to give a commitment to make every lesson the best it can be.
- We will not tell you how to teach, but we expect a commitment to our pillars of learning:
- All students are actively engaged in their learning;
- All students are challenged, whatever their personal need, by the lesson and its activities;
- All students make progress;
- Students enjoy their learning;
- Appropriate pace to learning;
- There is an appropriate use of assessment to support all the above.
- To make sure that no student is left behind
- To use appropriate data management tools to monitor progress - this shows when students, or indeed staff, need extra support.

Key descriptors:

Loyalty and friendship to colleagues and to the school
Go the extra mile /Time investment
Demanding the best for our students
Working to the highest level you can
Pursing excellence in all things at all times
Perseverance and determination
A sense of service
Reliability
Determined
Self-assurance but never arrogance



3. Creative and change orientated

Creativity is a set of beliefs and attitudes as much as it is a toolbox of skills and knowledge. A creative outlook leads naturally to high quality classroom activities carried out by creative learners. Creativity can also be evolutionary, being an innovative changer and adapting what you do, to develop rather than invent something new. To succeed in a world characterised by rapid change and increased complexity, it is vital that Christleton High School grows, develops, adapts creatively to, and takes charge of change so that we can create our own preferable future. Continual improvement – we are a learning organisation that strives always to ‘make our best better.’ We want our school to fizz with new ideas and fresh thinking. We will empower people to use their imagination, give them the freedom to explore, take risks and experiment.

Key behaviours

- A belief that creativity can change things and improve things.
- An ability to see familiar things in new and different ways.
- A belief that mistakes are to be celebrated, learned from and used to add momentum to progress.
- We want colleagues who are not afraid to experiment in the classroom, new resources, new approaches to pedagogy; if it doesn't work – don't do it again; if it does, do more of it and share it - an attitude of 'smart risk-taking'
- A belief that creative potential is inside everyone and can be found everywhere.
- An ability to use both analytic and holistic thinking to solve problems in a unique way, to not be bound by orthodoxy – have an attitude of openness to new ideas and experiences.
- Be a life-long learner.
- Things can only be changed through hard work, high expectations and evidence-driven approaches.
- Be adaptive in lessons, if things are not going well – change the direction of learning.
- Be adaptive in planning, just because something worked last time, doesn't mean it will work again – be a reflective practitioner, embrace change.
- Articulate how changes in their practice impact on student outcomes.
- Constantly reflect that what we do now and what we will do in the future will be the most effective use of our resources.

"Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three."

Confucius

Key descriptors:

Solutions focused
Clear Vision
Courage to experiment and try new things
Resilient
Curious
Interested in pedagogical development
Pro-active in finding new ways to do things
Prepared to Challenge
Reflective
Open-minded

4. Collaborative

The needs of our students cannot be met by schools and teachers working alone. Complex needs require collaborative solutions. Effective collaboration improve staff performance, but it will also improve student performance. Collaboration begins with finding time to connect with colleagues, to share thoughts, and provide support. We can have a bigger impact when we work with others, such as government and education organisations, as well as people at a local level too. From aving key members of the community as governors, to engaging parents and taking part in local events, our school works with others to create happy, safe communities.

Key behaviours

- Staff must be versatile, well-trained and multi-skilled.
- In order to competently fulfil the requirements of their respective roles staff must:
 - *develop their own capacity
 - *develop knowledge and skills as it relates to current and potential assignments;
 - *be prepared to work collaboratively as part of the educational partnership which includes parents, teachers, other professionals and other support staff.
 - *remain flexible and be prepared to adapt duties and schedules in order to respond to changes in students' needs in the school.
- Find time to collaborate: with shared planning time, teachers are able to make strides in planning rigorous and appropriate lessons for their students. This also means stepping outside your department, get involved in cross-curricular links and partnerships
- Share responsibility: the best teacher teams complement each other; build relationships; observe the best; ask questions; share
- Take responsibility for your own CPD, lead CPD sessions for our own staff.
- Engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice.
- Work together to research, plan and design effective teaching strategies and programs
- Engage in regular classroom observation and feedback



Key Descriptors:

Team work
Sharing
Supporting
Inclusive



5. Cheerful

Positive emotional experiences have long-lasting effects on our personal growth and development. Specifically, positive emotions broaden our attention and thinking, enhance resilience and build durable personal resources which fuel more positive emotions in the future. Strong social ties are at the very core of our well-being. Do you want to spend six hours of the day with a miserable person? Neither do our students.

Key behaviours

- Smile, even when you don't feel like it – it has a positive effect on others!
- Passionate, positive teachers have an effect on student achievement. There is a strong correlation between passionate teaching and successful student learning.

Key descriptors:

Infectious Positivity
Smiling
Humour
Enthusiasm
Motivating
Inspiring
'Can do' approach

“We are all different, there is no such thing as a standard or run-of-the-mill human being, but we share the same human spirit. What is important is that we have the ability to create. This creativity can take many forms, from physical achievement to theoretical physics. However difficult life may seem, there is always something you can do and succeed at.” Stephen Hawking



From these flow the Competency Framework on which we deliver these values day in, day out and which we monitor employee outcomes:

- Teacher standards framework
- Support staff standards framework
- Leadership standards framework



How to apply

In order to promote fairness and consistency amongst applicants, **only Christleton High School application forms, fully completed, will be accepted** (please refrain from using "please see attached CV" when completing sections of the form). You may wish to provide further information on a separate sheet where space is limited on the form. Incomplete forms, or a form containing gaps in the information provided may be returned for completion before it can be considered. The application form also gives instructions about what to include in your supporting letter. All relevant documentation can be found in the Vacancies section on our website.

The selection committee will consider applications and candidates selected will be notified as soon as possible thereafter and provided with more detailed information including the necessary paperwork to bring to the interview.

When they come for interview, candidates will have the opportunity to tour the school and meet members of staff.



The interview

During the interview process the applicants will be tested and assessed to determine how they fulfil the requirements of the post and this will include a consideration of the applicant's suitability to work with children.

If the applicant is shortlisted, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. The interview panel will comprise of one school governor, one member of the Leadership Group and the Head of Department.

Our preferred method of receipt is by email to: vacancies@christletonhigh.co.uk

Alternatively, applications can be posted to:

Mrs D Cresswell
HR Administrator
Christleton High School
Village Road
Christleton
Chester CH3 7AD

Please endorse the envelope **"Teacher of Mathematics"**

Make sure you include the official application form downloadable from our website and a supporting letter of application.

<http://www.christletonhigh.co.uk/vacancies/teaching-vacancies.php>



Referees

References will only be sought for those candidates who are invited to attend for interview.

Applicants should provide details of **two** referees on the Application form, one of whom should be your current or most recent employer. These referees will be contacted prior to interview as part of the pre-appointment checks.

Evidence of Eligibility to Work in the UK

In accordance with the requirements of the Immigration Act 2016, if you are invited to interview you will be required to produce evidence of your eligibility to work in the UK and you must bring original documents with you to the interview in the form of:

- A passport/national identity card confirming either British Citizenship or European Economic Area Nationality / or a valid work-permit to cover the role applied for or;
- A document from the Home Office confirming that you are allowed to work in the UK.

If you do not have any of the documents listed above you will need to discuss with the HR Administrator who will facilitate an alternative approach.

Verification of Educational/Professional Qualifications

You will be required to provide evidence of any educational or professional qualifications necessary or relevant to the post you have applied for.

Originals or certified copies must be produced. When these are not available, written confirmation of the relevant qualifications should be obtained from the awarding body.

Pre-Employment Health Declaration

All successful applicants upon offer of employment will be required to complete a pre-employment Health Declaration to ensure that they are both physically and mentally fit to carry out the role applied for. Health conditions should be declared to enable the consideration of reasonable adjustments.

Feedback

We welcome feedback on the quality and scope of our recruitment process.

Closing date

The closing date for receipt of applications is **8.00am on Wednesday 28th April 2021**





Christleton High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school's Safeguarding Policy will be provided on request.

The Rehabilitation of Offenders Act

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2.5 years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.

This job is one of those to which the provisions of the above Act in relation to spent convictions, do not apply. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent.

Should an applicant have a criminal conviction, this will be discussed in confidence at interview. However only convictions that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

Disclosure and Barring Service (DBS)

Successful applicants will be asked to apply for a Criminal Record Check (Disclosure) from the Disclosure and Barring Service.

This job is subject to an Enhanced disclosure which provides details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. There is an additional level of check which also includes a check on local police records.

A copy of the Disclosure and Barring Service Code of Practice is available on request. Further information about the Disclosure scheme can be found at <https://www.gov.uk/disclosure-barring-service>



Our Governors

Paul Heath (Chair)

Jean Charlton (Vice-Chair)

Fliss Bridgewater
(Curriculum Committee Chair)

Steve Richards
(Pastoral Committee Co-Chair)

Nigel Taberner
(Pastoral Committee Co-Chair)

Sean Catford

Claire Cook

Kathryn Melling

Jordan Swift

Jenny Monaghan
(Staff Governor)

Jake Rose
(Staff Governor)

**YOU HAVE ONLY
FAILED
IF YOU
HAVE
GIVEN
UP**

Until then, it's learning





Our Senior Leadership Team

"Happy, Hardworking and Caring"



Darran Jones
Headteacher



Kevin Smith
Deputy Headteacher



Michael Cosstick
Assistant Headteacher
Sixth Form & CPD



Nigel Follos
CEO



Sheila Lister
Assistant Headteacher
-KS4 & Behaviour



Rachel Harding
Assistant Headteacher
- Safeguarding; Attendance



Adrian Francis
Assistant Headteacher
- Transition and KS3



Sarah Chesworth
Assistant Headteacher
- Curriculum & Data; T&L





Our Focus is Learning—it's what we do....we talk about it.....quite a lot:

<http://christletonhighteachingandlearning.weebly.com/>

Every Wednesday afternoon we continue to talk about learning, we try new things, we share best practice, we investigate what's new, what's working and what isn't. Many of our staff lead CPD sessions, some are studying for a Masters, others are following leadership pathways, such as NPQML and NPQSL, all are talking about pedagogy.

Observing each other teach is an important part of our learning.....but we do it slightly differently here!

Our Wednesday Afternoon CPD Programme

C	D	E
Session 1 CPD Event 2.25 - 3.15	Session 2 CPD Event 3.20 - 4.00	External CPD 2.25 - 4.00
CAHMs Presentation - Lecture Th	CPOMs training - CSN - Lecture Th	
Department Development Time - Life after levels		LG - Ofsted Ready
Department Development Time	Governor Feedback on staff survey - Lecture Th	
ADHD training for ACT and LG team		This training will run until 5pm
Department Development Time - Open Evening Prep		Btec Q/A group
Learning Hubs - Coaching Group (JL)		
Learning Hubs - Challenge for all (Differentiation)		
Learning Hubs - Exploiting Cats (DR)		
Learning Hubs - Revision techniques (DRM)		
Learning Hubs - BLP (PC)		
Learning Hubs - Communicating with parents (AF)		
Learning Hubs - Student Progress; Narrowing the Gap for Pupil Premium Students (SL)		
Learning Hubs - Encouraging Excellence (AC)		
Department Development Time - Life after levels		Btec Q/A group
SEN Briefing - Lecture Th	Learning and Teaching Conversation	Lesson Study - Matt Yeoman QPHS
	Learning and Teaching Conversation - new staff induction to BLP	
Google Classroom Training - HODs	Department Development Time - Life after levels	
	Hot Scholars meeting	
Oct 1/2 term break		
Guest Speaker - Alex Staniforth - Lecture Th	Department Development Time	
	EPQ briefing - AR Lecture theatre	
KS 4 Progress and intervention strategies - Whole staff CPD	Department Development Time - follow up to session 1	
Yr 9 Option Afternoon - HOD/HOS. Dept time for all other staff		
Department Development Time		