



QUEEN'S PARK HIGH SCHOOL



**Secondary School of the Year
WINNER
Queen's Park High School**

Post of: Teaching Assistant Application Pack

Term time only, temporary contract until 22nd July 2026; required ASAP

29.5 hours per week (Monday - Friday), 38 weeks per year

Salary: Grade 4, SCP 4 - 6

£24,404 - £25,183 full time equivalent (pro rata £16,147.78 - £16,663.24)

Closing Date: 9am; Monday 1st September 2025

Inspiring Individuals • Empowering Minds • Defining Futures



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QUEEN'S PARK HIGH SCHOOL • QUEENS PARK ROAD • CHESTER • CH4 7AE

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Headteacher: Mr Tom Kearns

Our Vision



As a school, Queen's Park High has ambitious outcomes for all its students and we aim to provide the very best learning and personal development opportunities for every young person that we serve. Our vision is founded upon the following principles:

- *Inspiring Individuals*
- *Empowering Minds*
- *Defining Futures*

Inspiring Individuals

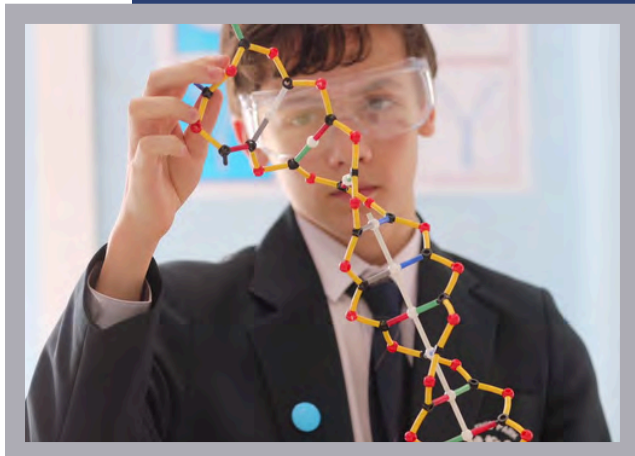
We value the uniqueness of everyone in our school, and we have committed to make excellence in teaching the core value of our school, so that all members of our community are inspired to learn and achieve.

Empowering Minds

We believe that everyone has ideas to share, aspirations to realise, and opinions that matter. It is our mission to liberate young people to think freely, without constraint and beyond limits.

Defining Futures

In all that we do, we are guided by the knowledge that the foundations of every young person's tomorrow are laid today. By achieving excellence in all that we do, we aim to make today's young people tomorrow's era defining leaders, thinkers and pioneers.



“ Leaders and staff have high expectations of all pupils. ”
Ofsted 2020



Headteacher's Welcome

POST

Teaching Assistant

Thank you for your interest in this post. I would like to wish you a warm welcome to Queen's Park High School, an academy within The Learning Trust, beautifully located to the south of the River Dee in the heart of Chester. We work in partnership with Christleton High School, Chester International School (CIS) and Belgrave Primary School to serve young people, to educate, enlighten and give them the expertise and confidence to succeed. More information about The Learning Trust can be found at <https://www.tltrust.co.uk>

Our expectations in terms of achievement and behaviour are very high. If our students are to reach their full potential as responsible citizens, we believe there has to be a culture of mutual respect, honesty and understanding; a culture which is at the heart of our school community.

We have hard-working and committed staff, who regularly go above and beyond to ensure that all our students enjoy their learning, feel safe and are able to achieve to their full potential. In 2024, we were thrilled to be named 'Secondary School of the Year' at the Excell Standard Education Awards! This incredible achievement celebrates the unique culture of our school and the exceptional dedication of our staff.

In February 2025 we received our second full inspection as a new academy since our conversion back in 2017. We are extremely proud that we are officially rated as a 'GOOD' school in all categories. Whilst we felt very strongly that this was the case, this judgement brings welcome recognition and validation of all the hard work which has taken place across the school over a number of years.

Our school is brimming with the potential for future excellence. This is an exciting time to join Queen's Park High School as our journey of success includes a large growth in student numbers. The school has grown by 42% over the past 3 years, therefore I am looking for staff who want to join us during this exciting period of growth as we strive to become an 'outstanding' school.

I hope that this application pack gives you a flavour of the many qualities and strengths of our school. As a prospective member of staff, I hope you are interested in applying for this post.

Please follow the link: <https://www.qphs.co.uk/page/?title=Vacancies&pid=19> and click on 'Apply Now' in the *MyNewTerm* section on our website's vacancy page.

The deadline for receipt of applications is 9.00am on **Monday 1st September 2025**

Interviews will take place w/c 8th September 2025.

We look forward to welcoming you to Queen's Park High School.

Tom Kearns
Headteacher
Handbridge Campus



About Us

05

*Prepared
Engaged
Respectful*

Queen's Park High School is an inclusive school, where students are nurtured and supported to grow into active and responsible citizens. We have 3 basic principles on which we build our expectations and the pastoral team work alongside curriculum staff to ensure that all students focus on these principles which are:

Prepared • Engaged • Respectful

All members of teaching staff are allocated a role as a form tutor, which we believe is a fundamental key role within our school. Tutors are key members of staff who, by interacting with their tutees every day will be key in setting and maintaining high standards and expectations with their tutees. Tutors move with their groups through the school and are able to know students and families well. This means that they can recognise the strengths of each child, support and intervene where needed and celebrate success, both in and outside of school.

Each year group from Year 7 - Year 13, is led and managed by a Head of Year and supported by a Pastoral Support Manager who are experienced non-teaching staff that assist with behaviour and wellbeing.

We believe that building and developing positive relationships are key to our core values and to building the community that is Queen's Park High School.



*“ The atmosphere in the school
is calm and welcoming. ”*
Ofsted 2020

Our Curriculum

Our curriculum is the beating heart of our school and central to our provision. We aim to provide our students with a world class academic and personal development curriculum.

We want all of our students to be able to experience an innovative and dynamic curriculum that prepares them to take their place in the world of work, as articulate, literate and confident adults. At every level, and in every subject, our mission is clear: we want every child to discover their aptitudes and talents; to be supported to maximise their potential; and to achieve their very best.

Full details about our curriculum can be found on our website: www.qphs.co.uk



About Us

Key Stage 3

In years 7 to 9 students are taught in ability sets in the core subjects of English and Maths, and in mixed ability groups in Science. They follow a broad and balanced curriculum including subjects such as: Art, Drama, Geography, History, ICT, Music, PE, RE, Spanish and Technology. These foundation subjects are taught in mixed ability sets to foster a sense of co-operation and collaboration between students. Cycles of learning and assessment points are carefully planned to ensure KS3 prepares students in the best way possible for the start of their GCSE courses. There is a well-developed and comprehensive guidance programme around option choices in Year 9. Students and parents are well informed, supported and consulted to ensure the right choices are made by each individual student to enable them to be successful in their GCSEs.

Key Stage 4

In years 10 and 11 students have carefully completed their option choices. We offer a wide range of GCSE qualifications well suited to students' interests and aspirations. We offer all the EBacc subjects of: Geography, History, Computer Science, French and Spanish. This is in addition to the prescribed core curriculum of: English, English Literature, Maths, PE, RE and Science (including the option of separate GCSEs in Biology, Chemistry and Physics). Additionally students can choose from a wide range of other options, including: Art, 3D Design, Drama, Food Technology, Music, Photography, RE, Sports Studies and Triple Science. Students are taught in ability groups in core subjects.

“ Pupils enjoy coming to school. ”
Ofsted 2020

Key Stage 5

In years 12 and 13 the majority of our students choose to continue their studies here in the Sixth Form once they have completed Year 11. Alternatively we support students to move on to full time college places or to take up an apprenticeship within the local and surrounding area.

We have a strong track record in preparing students for Higher Education and our Key Stage 5 curriculum offers a wide range of courses at Level 3 including traditional A Levels, alongside vocational BTEC courses in a variety of subjects. For further information about Queen's Park High School's Sixth Form, please visit our website or request a copy of our Sixth Form prospectus.



“ Leaders want pupils to become well-rounded individuals who understand the wider world. ”
Ofsted 2020

About Us

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“ We learn a lot about working together in teams and challenging ourselves to do things we didn't always think we could. ”
Ben, Year 8 Student

Creative Curriculum

As a former Specialist Visual Arts College we benefit from an exceptional range of teaching resources, facilities and opportunities to deliver art education at an extremely high level.

Facilities include: two art studios, a ceramic studio and sculpture garden. Our highly experienced staff deliver well-established and popular courses in the visual arts which represent the enthusiasm and diverse interests of our students. Results in the visual arts overall are frequently exceptional and the work of our students is regularly exhibited in our art gallery.

Perhaps the highlight of our performing arts calendar is the annual school production. With over 20% of the school population involved, it is clear to see how this popular extra-curricular opportunity is as successful as it is.

With students auditioning for roles from September, the six-month process challenges everyone involved to work incredibly hard as a member of a highly motivated and successful team which involves students from Year 7 right the way through to Year 13.



Students who are interested in the technical and backstage aspects of the production begin their work in October, with a range of opportunities available making use of our professional theatre equipment. Previous productions include: Les Misérables, Disco Inferno, Little Shop of Horrors, Rock of Ages, School of Rock, Grease, We Will Rock You, Billy Elliot, Popstars. The 90's Musical and most recently, Ghost The Musical.

In addition, students from all years have the opportunity to experience the arts internationally with recent trips to Tokyo, Ghana, Colombia, West Coast America and New York enriching our curriculum.



About Us

Extra-Curricular

Personal Development and extra-curricular is central to our culture of strong relationships between staff and students.

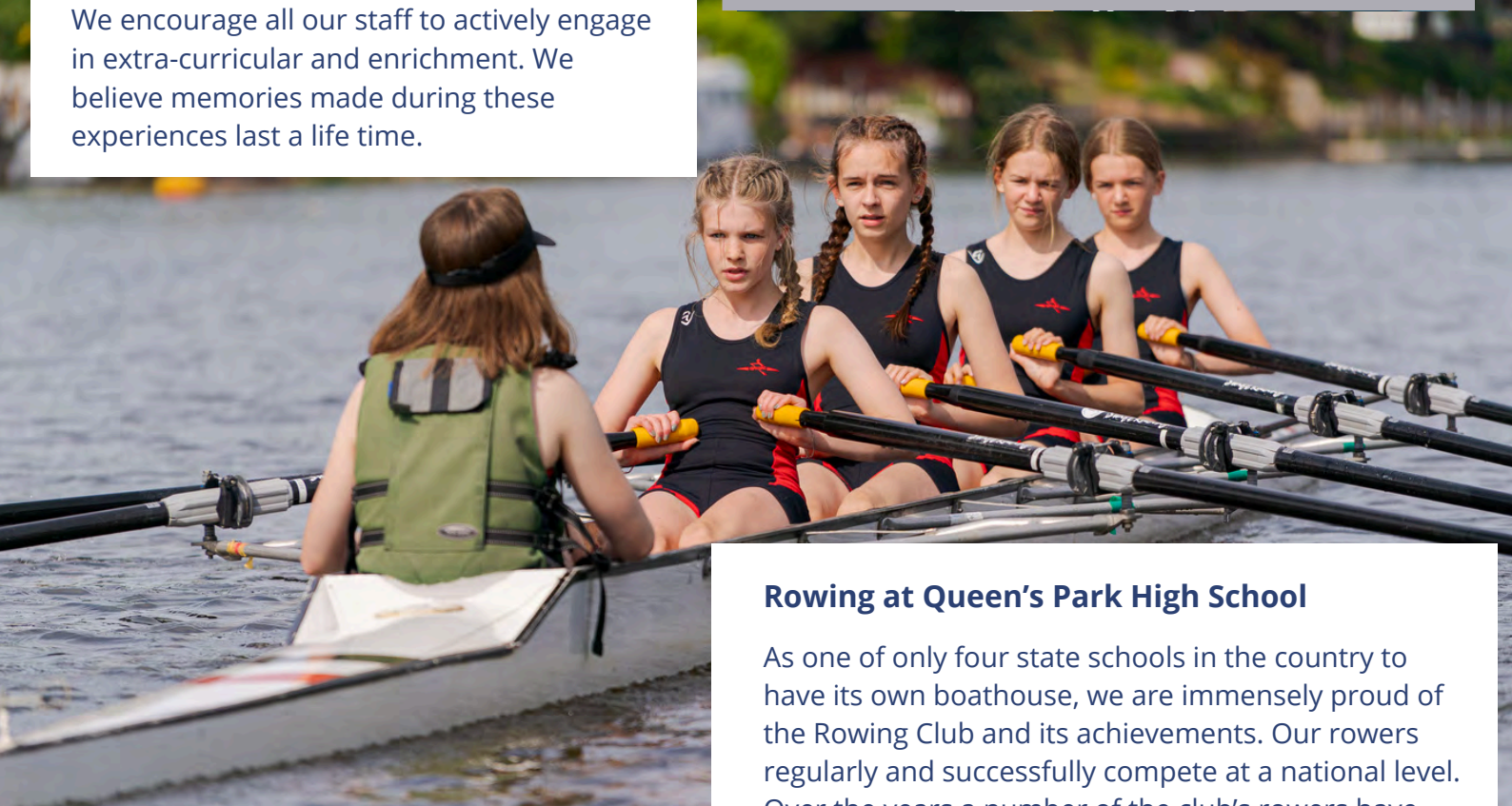
At Queen's Park High School, we offer an extensive extra-curricular programme designed to enrich students' experience by providing the opportunity for them to make new friends, find new interests and develop new and existing skills.

We offer a wide range of activities many of which take place at lunchtimes throughout the week or after school. These are reviewed and updated each term to make our provision as diverse and inclusive as possible.

We encourage all our staff to actively engage in extra-curricular and enrichment. We believe memories made during these experiences last a life time.



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Rowing at Queen's Park High School

As one of only four state schools in the country to have its own boathouse, we are immensely proud of the Rowing Club and its achievements. Our rowers regularly and successfully compete at a national level. Over the years a number of the club's rowers have been invited to join the Olympic GB training camp.

In 2022 a former student became World GB Silver Medallist and in 2023 two students were selected to represent Wales in the Under 19 Welsh rowing squad. Dry activities take place in our specialist fitness suite with water-based activities taking place throughout the week all year round.

“Pupils take part in many activities, which help to develop their confidence and resilience.”
Ofsted 2020

About Us

Our Staff

Our culture of continuous learning and development applies to our staff as well as our students. On Wednesdays after school, staff to engage in our highly effective CPD programme. This programme includes a whole range of CPD workshops and sessions focusing on: pedagogy and practice, safeguarding, leadership development and time ring-fenced for independent study and professional growth. It also facilitates regular meeting time for departments to share best practice and focus on the development of teaching and learning in subject areas.

Early Career Teachers

We offer an enhanced package of support for all of our Early Career Teachers (ECTs) which follows the Early Career Framework. Our delivery partner, Best Practice Network, facilitate a whole range of supportive modules to enhance the growth of professional skill sets including approaches to behaviour management, assessment and curriculum development.

“There are many opportunities for professional development that are led by supportive leaders. There is an overwhelming sense of community spirit which runs through staff and students and this has helped me to settle in quickly and easily.”

Emily, Teacher of Geography

We believe, that our ECTs learn best from each other and as such, offer two additional opportunities for sharing best practice and the development of professional skill sets:

- Weekly meetings with the Assistant Head for Teaching and Learning to share best practice and talk through the latest developments in pedagogy.
- Half termly meetings for ECTs and RQTs together to reflect on innovative practice and develop bespoke CPD sessions for the rest of the teaching staff.



“I have had incredible support at Queen's Park High School as an ECT. Everyone is ready to help out and nothing is too big of an ask. The CPD and constant support have helped me to develop my teaching practice this year and I feel that working at Queen's Park for my ECT years will help me to form a strong foundation for my entire teaching career.”

Heather, MFL ECT

About Us

Partnership with Parents

Our highest priority is to ensure that students are happy, safe and supported in school and we can only achieve this through a close partnership with parents and carers.

We recognise the importance of excellent communication between home and school to encourage closer links and better understanding. This is facilitated through Parents' Evenings, the school website, newsletters, e-mails, text messages and social media.

All parents can access real time student data online through School Synergy, including: registers, homework assignments and assessment information. We encourage our parents to access this information and to regularly discuss how things are progressing in school with their child. Parents also receive information about their child's assessment grades each term and a summative report annually.

The school also has a very committed Parent Teacher Association (PTA) which actively supports both the school and our students. They organise fundraising events throughout the year to help fund extracurricular activities to benefit our students.



“ I'm so happy I picked Queen's Park High School for my daughter who is going into Year 8 . . . Queen's Park High School is just the best in every way. ”
Year 7 Parent



Further information

To find out more about school life at Queen's Park High School and keep up to date with all our news and events, please visit our school website and read our termly school newsletters:

<https://www.qphs.co.uk/newsletters>
or follow us on social media:



www.qphs.co.uk



@qphschester



@qphschester



QPHS Chester

The Department

“Behaviour is good”
Ofsted 2020

Welcome from our SEND Team

The Special Educational Needs and Disabilities Department is a dynamic team of twelve staff, who work collaboratively to support students identified with SEND at Queen's Park High School.

The Department is led by an experienced SENDCO alongside two SEND Managers, who together have a wealth of experience in the many aspects of delivering an excellent SEND Provision.

From Easter we wish to further increase our School SEND offer to include a third SEND Manager, whose specific role will be to manage the provision for students experiencing Social Emotional Mental Health Difficulties.

As a department and in line with the SEND Code of Practice we put our emphasis on improving outcomes for students, setting high aspirations and expectations.

We work with our School Curriculum Team Leaders to ensure that all students are offered a broad and balanced curriculum to make progress so that they can achieve their best, can become confident individuals living fulfilling lives and can make a successful transition into adulthood, whether into employment, further or higher education or training.

The Team support students in the classroom for lessons, as well as in Intervention Sessions and during all unstructured times of day (break time and lunch time). We meet on a daily basis before school, as well as for a weekly team meeting to ensure full departmental communication takes place.

Opportunities for training and development are offered to Team Members.



The Department



Katrina Brown
Deputy Headteacher



Marc Howens
SENDCO



Rachel Brandreth
SEND Manager



Lucie Staden
SEND Manager



Ruth Astill
Specialist Maths
TA



Merial Millot
Specialist English
TA



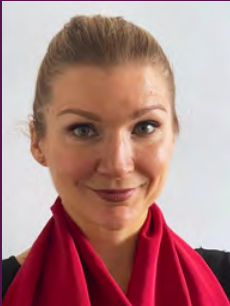
Rebecca Bland
Specialist TA



Sian Davies
TA



Rachel Fowles
TA



Jovanna Dulic
TA



Rosie Crinson
TA



Mandy Saddler
TA



Maria Dilley
TA



Vacancy
TA



Liam Ramsden
TA

The Department



Resourcing and Facilities

The SEND Department benefits from its own new and modern Intervention Base as well as two SEND offices, where the SEND Managers are based.

The Intervention Base is used for all intervention sessions, including Literacy sessions, Social Skills sessions, Speech and Language etc.

The Intervention Base is equipped with laptops for Students to use during sessions and which as well can be used by students who require a lap top to produce their work.

During Break and Lunch Times SEND students who prefer to spend their time supported inside school building have access to the school's beautiful assembly room.

Excitingly a new base is to be established for the specific provision of SEMH Intervention.

Job Description



Role: Teaching Assistant
Responsible to: SENDCO

CLOSING DATE

9.00am

Monday 1st September 2025

Basic Job Purpose

- To support the teaching staff and teaching assistants in the development and education of students in accordance with the aims and policies of the school.

Main Responsibilities

- Assist teaching staff in the delivery of learning activities and work programmes and undertake predetermined activities with students so that their intellectual and social development (including self-reliance and self-esteem) is fostered.
- Provide input into the planning and evaluation of learning activities for individuals and groups of students to enable the teaching staff to make informed decisions when developing their plans.
- Supervise the activities of individuals or groups of students both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
- Monitor individual students' progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a student.
- Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the students' well-being.
- Record student information, as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
- To work within the mandates given, adhere to school (and TLT) policy, maintain confidentiality at all times, and demonstrate a clear understanding of the Data Protection Act and the implications that it has for managing school data.
- Attend to the personal, social and physical needs of students so that their well-being is maintained.
- Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.
- Display and present the students' work, under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement.
- Attend staff and other meetings and participate in staff training development work and staff reviews as required.

Person Specification



| Criteria | Essential Requirements | Desirable Attributes |
|-----------------------|---|--|
| Qualifications | <ul style="list-style-type: none"> GCSE maths and English at grade C or above Experience of working with children and young people | <ul style="list-style-type: none"> NNEB, NVQ Level 2 or equivalent in supporting teaching and learning Training in ASC Evidence of on-going professional development |
| Experience | <ul style="list-style-type: none"> Successful experience of working as a TA with students with a variety of SEND needs | <ul style="list-style-type: none"> Experience of working across the full age and ability range |
| Job Related Knowledge | <ul style="list-style-type: none"> Understanding of child development Ability to support and develop language, social skills and emotional development Ability to implement Behaviour, Support and Management Plans consistently and sensitively Ability to contribute to assessment of student progress Respect for confidentiality Understanding of safeguarding | <ul style="list-style-type: none"> Experience of supporting students with ADHD / ODD / ASC / Dyslexia Knowledge of PDA Experience of Forest schools and/or outdoor learning experiences |
| Criteria | Essential Requirements | |
| Personal Qualities | <ul style="list-style-type: none"> Ability to use initiative Ability to work alone with a child, or as part of a team Creative Confident with a positive attitude Calm and a good listener Ability to de-personalise difficult behaviour and be prepared to “wipe the slate clean” as often as is needed Sense of humour Flexible approach to the needs of the school Good level of health and physical fitness Ability to work with parents and families in a sensitive manner | |

Application Process

Timetable for the Appointment

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.

The Interview

During the interview process the applicants will be 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.

How to Apply

In order to promote fairness and consistency amongst applicants, only 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. However, should you have a disability that prevents you from completing an application form, please contact the school for advice.

Incomplete forms or a form containing gaps in the information provided may be returned for completion before it can be considered.

We encourage applications from a diverse range of applicants.



To apply for this post, please follow the link below to our website's vacancies page, then click on '**Apply Now**' in the *MyNewTerm* section:

<https://www.qphs.co.uk/page/?title=Vacancies&pid=19>

If you have any recruitment queries, please contact:

tltreruitment@tltrust.co.uk

Interviews will take place:
w/c 8th September 2025

CLOSING DATE for applications: 9.00am on Monday 1st September 2025

Additional Information



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 must be your current or previous 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.

Short-Listed Candidates

An online search will also be carried out as part of due diligence on all short-listed candidates.

All short-listed candidates are required to complete a criminal record self-disclosure declaration form prior to interview. If the Trust does not receive your completed declaration, the Trust reserves the right to withdraw the offer of interview.

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.



Safeguarding

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 Database, 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>

A copy of the school's Safeguarding Policy can be found here:

<https://www.qphs.co.uk/page/?title=Policies+%26amp%3B+Documents&pid=18>

Our Senior Leadership Team



Tom Kearns
Headteacher
Handbridge Campus



Ashley Jones
Assistant Headteacher
IC Raising Standards & Outcomes



Katrina Brown
Deputy Headteacher IC
Culture & Ethos



Matt Yeoman
Assistant Headteacher
IC Character & Culture



Dave Helsby
Director of IT (TLT)



Zoe Langford
Safeguarding Lead



Lisa Phillips
Assistant Headteacher
IC T&L/ Literacy



Jill Cutler
SLT secondment
Behaviour & Attendance

Tom Gregory
Deputy Headteacher IC
Quality of Education

We look forward to welcoming you to Queen's Park High School

Queen's Park High School is part of **The Learning Trust (TLT)**. Our Trust exists to serve young people, to educate, enlighten and give them the expertise and confidence to succeed. Our values are displayed on this page. We believe that through them and through honest and open collaboration, higher standards will be achieved across the Trust.

TLT currently comprises three secondary schools: Queen's Park High School, Christleton High School and Chester International School, and one primary school: Belgrave Primary School - and discussions continue with the aim of expanding our offer to partners both local and international. Our offices are based at Queen's Park High School, Chester. We believe that Chester and the North West offers a truly brilliant opportunity for education, business and quality of life, and it is our mission to further enrich this by providing an education service which is both diverse and outstanding.



1. Students are always first - the prime consideration in all decisions will be the best interests and educational outcomes of current and prospective students.

2. Mutual benefit - the interests of the Trust will always be combined with the interests of individual schools, seeking the very best and co-operating to share resources and success.

3. Inclusivity - the Trust will welcome students of all backgrounds and abilities.

4. Freedom to innovate and make decisions - optimum delegation to local Governing Bodies and individual schools commensurate with the Trust's statutory responsibilities and efficiency.

5. Excellence and learning - every student will be supported and challenged to achieve their potential. All adults employed by and associated with the Trust will have and exhibit a 'learning mindset'.

6. Partnership - the Trust will continually seek to work in partnership to achieve better outcomes for current and prospective students, and to improve education in the area.

7. Fairness - all students and staff will be treated with fairness and parity whilst encouraging diversity and identity.

8. Integrity - all those associated with the Trust will act with kindness, courtesy and integrity, in accordance with both school and Trust ideals and values.



Darran Jones
Chief Executive
Officer



Paul Heath
Chair of Trustees



QUEEN'S PARK HIGH SCHOOL

I would like to wish you a very warm welcome to Queen's Park High School, a smaller than average 11-18 school, beautifully located to the south of the River Dee, in the heart of Chester. Queen's Park is an ambitious, forward thinking school with a clear vision, which is to 'Inspire Individuals, Empower Minds and Define Futures'. We strive to provide the very best learning and personal development opportunities for every young person in our care, but we also strive to provide these opportunities with care too! We are very proud to announce that our school was awarded Secondary School of the Year at the Excell Standard Education Awards 2024.

Tom Kearns, Headteacher



CHRISTLETON HIGH SCHOOL

We are a highly successful school situated in the picturesque village of Christleton, with over 1,350 students on roll. The School serves a community of small villages and housing on the east side Chester, approximately three miles from the City centre. We are a school where the desire to learn is infectious and students of all abilities flourish. Everyone works hard to create a learning environment where all are welcome and diversity is celebrated. Consequently, academic standards at the school are very high and frequently amongst the highest in the region, thanks to: highly motivated staff; children who wish to learn and parents who support them.

Kevin Smith, Headteacher



CHESTER INTERNATIONAL SCHOOL

Chester International School is a hub of technology, innovation and academic study which is unparalleled in its commitment to global and professional engagement. We offer extended field studies and our students can choose subjects and elective activities which really interest them and there are many opportunities for travel and adventure. As you explore what makes CIS unique, I encourage you to consider how you might fit in our dynamic community.

Katrina Brown, Deputy Headteacher



BELGRAVE PRIMARY SCHOOL

Belgrave Primary School was opened in 1968 and was originally a one form entry primary school. It became an infant school in 1974 and returned to being a primary school in September 2008. Since 2008 our admission number has been 30 and we are a one form entry school. The school is attached to Westminster Park Community Centre which serves the local area. The school is well resourced with laptops and iPads in Key Stage One and Two in addition to desktop computers in the Key Stage Two workspace. All classes have interactive whiteboards. We have large practical "workspaces" outside the classrooms which are used for a range of lessons and activities including art, design and technology, Computing and group teaching.

Juliette Benton, Headteacher