Christleton High School

Post of: Teacher of Maths (Temporary)

Application pack

Start: January 2027
Temporary until August 2027
Full-time
Salary: MPS/UPS
Suitable for ECT's

Close date:
9.00am on Wednesday
11th November 2026

Welcome to
Christleton High School

THE LEARNING TRUST

Christleton High School is a part of **The Learning Trust**. 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 - Christleton High School, Chester International School, and Queen's Park High School and one primary school - Belgrave Primary School - but 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.

Tom Kearns,
Chief Executive Officer

Paul Heath,
Chair of Trustees

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.

THE LEARNING TRUST

We think The Learning Trust is a great place to work – we are committed to building a supportive and inclusive organisation, where wellbeing is taken seriously and where everyone can do their best work and achieve their full potential.

Joining The Learning Trust means there are plenty of opportunities to progress your career and to work with supportive and inspiring colleagues and students who are willing and eager to learn.

There are a range of benefits including competitive salaries, enhanced family friendly policies and tailored professional development.

Our values are deeply embedded in all we do

Nurture Ambition Excellence

Benefits

- Cycle to work scheme
- Access to health and wellbeing support via our Employee Assistance Programme.
- A discounted gym membership with Brio Workfit Scheme
- Opportunities for training and further career development:
  - Trust Middle leaders development programme
  - Trust Senior leaders development programme
  - Lead practitioner training and deployment
  - ECT support programme
- Onsite canteen facilities
- Free eye tests for DSE users
- Enhanced family friendly policies - including 2 weeks' paid paternity leave for all employees, plus flexible working policy to support work-life balance.
- Enhanced holiday entitlement and long service recognition: full-year, full-time, support staff receive 25 days' holiday plus bank holidays, increasing to 30 days plus bank holidays after 5 years of service, pro-rata for part-time support staff.
- 37 hour per week for full time support staff.
- Our own Wellbeing and Work Reduction Charter
- Trust inset day
- Free Flu vaccinations

Pensions - The Trust operates two pension schemes for staff:

- The Teachers' Pension Scheme for teaching staff
- The Cheshire Local Government Pension Scheme for support staff

Flexible working

We accommodate flexible working patterns where possible, depending on the role, and we welcome open discussions regarding flexible working requests during the recruitment process.

Terms & Conditions

- The Burgundy Book is incorporated into the contracts of employment of all teachers in The Learning Trust.
- The Green Book is incorporated into the contracts of employments of all support staff in The Learning Trust.
- The Learning Trust honours continuous service, Redundancy Payments Continuity of Employment in Local Government, Modification Order 1999 (RPMO) within the education sector in regard to maternity, sickness, holiday pay and redundancy.

OUR SCHOOLS

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, Executive Headteacher - Handbridge Campus

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.

- Tom Kearns, Executive Headteacher - Handbridge Campus

CHRISTLETON HIGH SCHOOL

We are a highly successful school situated in the picturesque village of Christleton, with over 1,390 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

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

OUR SCHOOL

We strive to be happy, hardworking & caring.

With 1395 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.

"BRINGING ASPIRATIONS TO LIFE IN A HAPPY, HARDWORKING AND CARING COMMUNITY"

THE POST

POST

Teacher of Mathematics (Temporary)

Thank you for your interest in the above post. In this pack you will find information about the post including a Job Description.

An exciting opportunity is available for the right candidate to join our busy teaching team at Christleton High School. The post holder will assist in providing a first-class service to all students and staff in facilitating the teaching and learning of Maths. To succeed, you will be student-focused, able to communicate with a diverse range of people, act with pace and passion and thrive on working as part of a highly-successful team. Training and mentoring will be provided as part of the induction process.

We believe that Christleton is a great place to work. Results and facilities are excellent, the students are well motivated and the school is situated in lovely surroundings. We try to live by the maxim "Happy, Hardworking and Caring" and expect that all staff should be a role model for these three characteristics.

I do hope you are interested in applying for this post. For an application form and full information about the position, please visit the 'Vacancies' page on Christleton High School's website: https://www.christletonhigh.co.uk/vacancies/ and apply through **MyNewTerm**.

The deadline for receipt of applications is **9.00am on Wednesday 11th November 2026**

Interviews will take place w/c 16th November 2026

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

Headteacher,
Kevin Smith

THE DEPARTMENT

Facilities

The Maths department is housed in a purpose built, self-contained Maths Block, comprising nine 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. 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, SparxMaths 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 google classroom to encourage independent learning.

The department consists of 11 fully qualified teachers.

The Curriculum

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

In Years 10 and 11, students follow the Edexcel GCSE linear specification.

The Sixth form also follow the Edexcel specification for Mathematics and Further Mathematics. There is a high demand for A-Level Mathematics with approximately 40 students each year taking the course. In both Year 12 and 13 we have students studying Further Mathematics and Mathematical Studies.

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

Examination Results

GCSE

Qualification Name	9-5	9-4
Maths	61.7%	83.7%

A Level

Qualification Name	A*-B
Maths	51.5%

Qualification Name	A*-B
Further Maths	100%

JOB DESCRIPTION

Role: Teacher of Maths (Temporary)
Responsible to: Head of Department

CLOSING DATE

9.00am on Wednesday 11th November 2026

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 subject 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.

Other Responsibilities

- To assist in the continued development and implementation of appropriate syllabi, resources, schemes of work, 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.

JOB SPECIFICATION

Criteria	Desirable	Essential
Qualifications		• Good degree in Mathematics or Maths related subject • PGCE • Subject knowledge sufficient to challenge all students
Experience	• Experience teaching Maths at KS3 & KS4	• Excellent record of teaching at all levels • Experience of developing new approaches to Teaching and Learning
Job Related Knowledge		• Familiarity with National Curriculum • Knowledge and understanding of how ICT and AfL can be used in the teaching of the subject to enhance student learning • Knowledge and experience of implementing strategies to address under performance • Be able to analyse and interpret pupil data to identify any areas of under performance
Skills and Aptitudes	• Time management • High level of organisation • Patience, flexibility, good sense of humour	• Enthusiasm for teaching • Ability to work as part of a team • Willingness to take on or try new approaches and ideas • Excellent ICT skills • Ability to use a range of teaching and learning strategies • Excellent classroom management skills • A positive attitude towards professional development and their own learning • Good organisational skills • Ability to meet deadlines • Ability to lead a diverse and highly skilled team
Other Requirements	• Willingness to contribute to extra-curricular activities	• Excellent attendance • Excellent punctuality • Commitment to further developing your own professional knowledge, skills and experience

MORE INFO

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 few years to provide excellent facilities for learning, most recently, in 2024, we built new Geography and Business classrooms, and refurbished our Sixth Form facilities. 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, Deputy Headteacher and six 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 achievement team consists of 7 Year Heads.

In Year 7, children are taught in mixed-ability House 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 students and the quality of whole school life. Sixth Form students can choose from over 30 subjects at AS and A2 and most continue into Higher Education.

Christleton High is an Academy and Christleton Learning Trust is the employer. Details of the Governing Body can be found on the school website www.christletonhigh.co.uk.

The following statements were produced jointly by governors and staff of the school. They reflect our collective values and the way in which we believe the school should run and be developed.

We will enable all students to recognise and achieve their full potential in life. As a supportive and stimulating community we will encourage individual self-development. We will foster high personal and moral values and concern for others. To help us achieve this objective we will:

- Encourage teamwork where individual contributions are valued.
- Work collaboratively with parents
- Recognise our role in the community by continued development of our links with local residents, charities, businesses, local councils, government agencies and other educational establishments.
- Work to an annual development plan which sets targets, allocates resources and monitors progress.

MORE INFO

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 them 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.
- Coordinate 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 VALUES

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 our processes, systems and relationships.

This framework ensures clear expectations of those working in our school, leading to standards being raised to benefit 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 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 that is highly participative and aspirational. 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 that aims to develop the life skills of all young people and be available to support them throughout their years of compulsory education.

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 focus on our work; caring for students lies at the heart of effective schooling and good school leadership.

"CARING IS A CENTRAL QUALITY OF HUMAN RELATIONSHIPS."

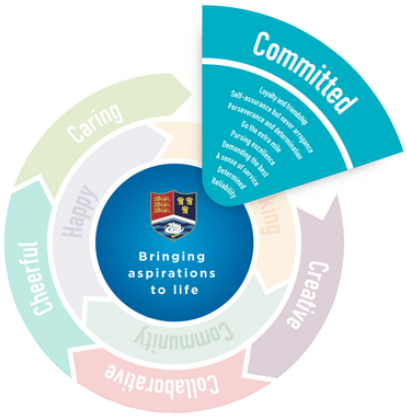
Key descriptors:

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

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 to 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, efficacy, 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.

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.

"WE BELIEVE THAT EVERY STUDENT CAN ACHIEVE GREAT THINGS."

Key behaviours

- Staff who frequently go the extra mile to do their very best for the people they support.
- We expect all our team to commit to making 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.
- Using relevant data management tools to monitor progress shows when students, or indeed staff, need extra support.

Key descriptors:

- Loyalty and friendship to colleagues and 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

CREATIVE
AND CHANGE ORIENTED

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, Christleton High School must grow, develops, adapts creatively to, and takes charge of change so that we can create our preferable future. Continual improvement – we are a learning organisation that always strives 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 uniquely,
- 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.

> **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

COLLABORATIVE

The needs of our students cannot be met by schools and teachers working alone. Complex needs require collaborative solutions. Effective collaboration improves 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 more significant impact when we work with others, such as government and education organisations and people at a local level. Our school works with others to create happy, safe communities by having key community members as governors, engaging parents, and taking part in local events.

> **COLLABORATION BEGINS WITH FINDING TIME TO CONNECT WITH COLLEAGUES.**

Key behaviours

- Staff must be versatile, well-trained and multi-skilled.
  - To competently fulfil the requirements of their respective roles, staff must: develop their capacity,
  - Develop knowledge and skills as it relates to current and potential assignments;
  - Be prepared to work collaboratively as part of the educational partnership, including parents, teachers, other professionals and other support staff,
  - Remain flexible and be prepared to adapt duties and schedules to respond to changes in students' needs.
- Please find time to collaborate: with shared planning time, teachers can 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.

Key descriptors:

- Teamwork
- Sharing
- Supporting
- Inclusive

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 affect student achievement.
- There is a strong correlation between inspirational teaching and successful student learning.

> 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

Key descriptors:

- Infectious positivity
- Smiling
- Humour
- Enthusiasm
- Motivating
- Inspiring

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

APPLICATIONS

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). 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.

For an application form and full information about the position, please visit the 'Vacancies' page on Christleton High School's website: https://www.christletonhigh.co.uk/vacancies/ and apply through **MyNewTerm.**

CLOSING DATE

9:00am on Wednesday 11th November 2026

ADDITIONAL INFO

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

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 9:00am on Wednesday 11th November 2026

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.

Our Governors:
Paul Heath
(Chair of Governors)
Nigel Taberner
Edward Barnes
(Vice Chair)
Jean Charlton
(Staffing Panel Chair)
Fliss Bridgewater
(Curriculum Committee Chair)
Gareth Edwards
Paul Heath
Jordan Swift
Hannah Munnelly
Craig Richardson
Miriam Riddell
Jenny Brown
(Staff Governor)
Emma Ritson
(Staff Governor)

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 A copy of the school's Safeguarding Policy can be found here: https://www.christletonhigh.co.uk/uploads/files/safeguarding-and-child-protect-1943.pdf

SENIOR LEADERSHIP

Kevin Smith,
Headteacher

Sheila Lister,
Deputy Headteacher
Pastoral

Nia Roberts,
Deputy Headteacher
Curriculum

Rachel Harding,
Assistant Headteacher
and DSL

Michael Cosstick,
Assistant Headteacher

Ailne O'Malley,
Assistant Headteacher

Suzanne Ashman,
Associate Assistant Headteacher

Kate Dennan,
Assistant Headteacher

Tom Kearns,
CEO, The Learning Trust