



## Cheadle Hulme School

### **Appointment of Digital Learning Facilitator**

#### **The School - A Background**

Founded in 1855 by a small group of Victorian philanthropists in Manchester, Cheadle Hulme School began its life educating the “orphans and necessitous children” of warehousemen and clerks during the Industrial Revolution.

Over the years since its inception, the School has grown in ways far beyond the imaginings of its Founders: the introduction of fee-paying day pupils was the first step towards the School becoming, as it is now, a very successful, independent, co-educational HMC day school, providing high quality education to boys and girls, aged 4 to 18, from all over the North West.

The School currently has 1402 students and is truly co-educational: there are 635 girls (45%) on the school roll and 767 boys (55%).

The School is committed to honouring the original intentions of the Founders by providing bursaries for students whose financial background would otherwise preclude them from a CHS education.

The School has a Ten Year Strategic Plan (2011-2021) which informs its future aspirations and priorities.

#### **The School’s Aims**

- That each student experiences a challenging, dynamic and relevant education which enables them to reach their full academic potential and flourish in a rapidly changing world;
- That each student develops a love of learning that extends beyond the confines of examination courses, and is able to work effectively in a variety of settings;
- That each student develops a strong set of personal values and learns to value themselves and others, appreciating difference and individuality and supporting those in need or less fortunate than themselves;
- That each student discovers and develops a broad and relevant set of skills and aptitudes which enable them to undertake useful and effective roles in their communities.

## **Curriculum**

Cheadle Hulme School is an academically selective school which prides itself on providing a challenging academic curriculum, aiming to stretch and develop the intellectual capacities of each student.

The School offers a broad curriculum, which begins in the Junior School, where from Reception, children are gradually introduced to the study of particular subjects, with the emphasis on literacy and numeracy. From Year 3, students follow a subject-based curriculum which includes ten subjects.

In the Senior School the curriculum is broader. In the first two years (Years 7 & 8), all students gain experience in: English, Mathematics, General Science, French or Spanish, German (Year 8), Classical Civilization, History, Geography, Religious Studies, Latin, Computing, Design Technology, Art & Design, Music, Food & Nutrition, Drama, P.E., Swimming and Games. In Year 9 General Science is replaced by Physics, Chemistry and Biology.

All students take nine subjects at GCSE/IGCSE which include English Language, English Literature, Mathematics and a Modern Foreign Language. Students can take either separate sciences or Dual Award Science. They choose their other courses from a wide range of options. IGCSE is currently taken in Biology, Chemistry, Drama, English Language, English Literature, French, German, History, Mathematics, Science (Dual Award) and Spanish. In the last two years, both GCSE PE and Computer Science have been included in the range of subjects available, whilst Further Maths and Greek are available as additional subjects. Alongside the academic curriculum, students have lessons in Well Being, Physical Education and Games from Year 7 through to Year 11.

At post-16, CHS offers both Advanced Level and Cambridge Pre-U examination courses. Students in the Lower Sixth will most commonly take four subjects; reducing to three in the Upper Sixth. An increasing number of students complete an Extended Project Qualification in addition to their A Level and Pre-U courses.

At Advanced Level, the School offers: Art & Design, Biology, Chemistry, Classical Civilisation, Design & Technology, Drama & Theatre, English Language, English Literature, Further Mathematics, Music, History, Latin, Mathematics, Politics, Physical Education, Physics and Psychology.

Pre-U courses are followed in Business & Management, Economics, French, Geography, German, Philosophy & Theology and Spanish.

Alongside the academic curriculum, students take part in Sixth Form Enrichment and Games Programmes. In the Upper Sixth, students take a weekly Extension Class in the subject area for which they will be applying at university.

## **Pastoral Care**

Cheadle Hulme School has a reputation for outstanding pastoral care; the School's motto 'in loco parentis' is as relevant today as it has ever been and the welfare of every student remains a priority.

Whilst the Head has ultimate responsibility for all aspects of the School's running, the Deputy Head (Pupil Progress and Welfare) leads and manages the delivery of the School's pastoral vision and through the pastoral team, monitors the progress made by every student in the areas of academia, co-curricular and personal development to ensure that the School ensures the attainment of its Aims for every child.

The Senior School is divided into three smaller Schools; The Lower School – Years 7 and 8, The Upper School – Years 9, 10 and 11 and The Sixth Form – Lower 6 and Upper 6, to allow students to feel part of a smaller community and to ensure that every student is known and feels valued.

An enhanced tutor system, which places the Form Tutor as a mentor at the centre of the student's school life, provides students with the guidance that they need to build on their skills and further develop their academic profile over the course of their education. The Form Tutor is a fundamental person in the life of each student and is the first point of contact for parents.

Overseeing each team of Form Tutors is a Head of Year, who is responsible for leading and managing that Year group to enable each student to work positively towards achieving their potential in academic, pastoral and co-curricular fields. Heads of Year are supported by the relevant Assistant Head who is responsible not only for the strategic development of their School, but also for the tracking of student progress and monitoring and reviewing the pastoral care within their area. The three Assistant Heads work closely together to ensure consistency across schools and to facilitate a smooth transition between Schools.

The School has dedicated Safeguarding Officers, a Head of Learning Support, a Head of Well-Being, and a medical team comprising of highly trained First Aiders, a School Nurse and a School Counsellor where students can be referred or self-refer where appropriate. Senior students also take an important role within the pastoral support system of CHS, acting as Peer Mentors to younger students and mentoring individuals. The School has a proactive Careers Department who provide guidance and advice to students throughout the different stages of their education.

Pastoral Care is central to everything at CHS and is promoted in many different ways; through the positive School environment and ethos, through a coordinated pastoral programme involving assemblies and tutor time activities, the numerous opportunities to be involved in charity events, the delivery of discrete Well-Being lessons, student mentoring and leadership and the extensive co-curricular programme to name but a few.

### **Co-Curricular Activities**

Great emphasis is placed on co-curricular activities; we believe in the value that the students derive from learning beyond the classroom, of developing their talents and improving their social skills through diverse activities.

A House system has been recently re-introduced and there are numerous House activities encouraging participation in sport, music, drama, charitable events and academic competitions. The House structure also provides many opportunities for leadership.

All students participate in the Games programme as part of their curriculum, through which they sample all the major sports. Beyond this, pupils are able to engage with a wide range of further sporting opportunities through social and team practices.

The School has a justified reputation for the quality of its Music. Young musicians have a chance to play or sing in a range of choirs, the Big Band, the Concert Band, the Orchestra and numerous other ensembles.

We have a long and proud tradition of dramatic productions: two major productions are staged each year as well as there being GCSE and Advanced Level showcase evenings. There is a flourishing Musical Theatre Club pupils and an annual Sixth Form self-directed production.

Lunchtime and after-school clubs and societies exist to give every student the opportunity to broaden themselves and their education. A wide range of educational trips are also offered with some day trips taking place during curriculum time and many longer residential visits undertaken in the holidays. Comprehensive details of these can be found in the 'CHS Life' section of the School's website.

### **School Leadership Structure**

The principal leadership positions in the School are the Head, the Second Master, two Deputy Heads (Teaching & Curriculum and Pupil Progress & Welfare), the Head of the Junior School, the Chief Operating Officer and the Director of External Relations.

### **The Appointment:**

Cheadle Hulme School is seeking to appoint an enthusiastic and experienced professional with a background in learning technologies or in IT project management, to be committed to supporting innovation in learning and teaching, and delivering a high-quality experience for our staff and students.

Please find the Digital Learning Facilitator Job Description and Person Specification at the end of this document.

### **Remuneration package**

The successful candidate will be offered an attractive salary package in the region of £19,000 per annum, working full-time, all year around. Please see the full list of benefits on our website under Why CHS/Working at CHS.

### **Application procedure**

A completed Application Form and a covering letter should be sent before 9am on Monday 27 February 2017, to the Human Resources Department, Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheshire, SK8 6EF. (Tel 0161 488 3330). Interviews will take place on Tuesday 14 March 2017. Unfortunately if you have not heard from the School in response to your application by Monday 6 March 2017, you will not have been short-listed for interview. Email applications are welcome to [humanresources@chschool.co.uk](mailto:humanresources@chschool.co.uk)

*Cheadle Hulme School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All appointments at Cheadle Hulme School are subject to clearance by the Disclosure & Barring Service and to identity and qualification checks.*

*Cheadle Hulme School is an equal opportunities employer and values a diverse workforce; we welcome applications from all sections of the community.*



## Cheadle Hulme School

### Job Description

Job Title: Digital Learning Facilitator

Reports to: Technical Services Manager, with the Head of the Learning Resource Centre overseeing day-to-day operational matters

Cheadle Hulme School is seeking to appoint an enthusiastic and experienced professional with a background in learning technologies or in IT project management, to be committed to supporting innovation in learning and teaching, and delivering a high-quality experience for our staff and students.

The post will be based in the Learning Resource Centre (LRC) which is at the heart of the Senior School and is a learning facility which contains traditional educational resources such as books, journals, and newspapers, but also exists to promote digital learning platforms including e-books, e-journals, online databases and other media technology, software and web based resources. The LRC is designed to support the CHS community in all areas of learning either by offering space for independent study, facilitating collaborative work projects or through contributions to the Virtual Learning Environment.

The job is full-time, but could otherwise be offered on a term-time only basis. The job-holder should be in sympathy with the aims of the School, as part of the School community take general responsibility for promoting and safeguarding the welfare of children and young persons, and be a positive and helpful member of the School support team.

#### **Main responsibilities:**

To work as part of the Learning Resource Centre team and alongside the Director of Technology, Digital Learning Representatives and Champions and Technical Services team, to create a cultural shift by encouraging, motivating and empowering the academic departments and Senior Leadership Team in developing their practice and the use of digital/learning technologies.

In more detail:

- Advise and guide staff and students in the use of a range of digital resources, including learning platforms / resources, education technologies and iPad Apps, to integrate technology into the classroom and improve digital literacy skills.
- Promote awareness of pedagogical possibilities in e-learning. This may include face to face, virtually or via supporting materials, e.g. written, video, audio, social media, web pages and Digital Learning Weeks.

- Coordinate and undertake the effective delivery of digital technology based projects / initiatives and assist other teams when necessary on larger projects involving the promotion of technologies.
- Actively engage with staff in academic departments to discuss their learning needs and establish a positive rapport to support their e-learning ideas.
- Support teaching and learning with the identification and/or acquisition of digital / learning resources, the evaluation of the current school initiatives and identifying potential opportunities to develop learning through the application of technologies, predict likely future trends, and submit recommendations to enable more tactical and operational insights and decision-making.
- Define, document, and administer, relevant processes and systems, ensuring good quality support documentation and delivering training to staff on a range of systems.
- Provide management information on the utilisation of digital learning; to increase staff awareness of existing practice, and to enable the enhancement of technology-supported learning and teaching across the School.
- Maintain awareness of technical service management, and work as part of the Technical Services team to provide high quality overall customer service.
- Support the Learning Resource Centre team in the design and delivery of the Thinking Skills and other learning programmes in the Senior School.
- To undertake additional reasonable duties as requested by the Technical Services Manager and Head of the Learning Resource Centre.



## Cheadle Hulme School

### Person Specification – Digital Learning Facilitator

#### **Requirement**

##### Qualifications/Education/Training

- 5 GCSE's (or equivalent) inc. English & Maths
- Further/Higher Education
- Evidence of continuing professional development in a related area of technology and/or technical project management

##### Experience

- Technical support role in an education or similar environment
- Experience of introducing technologies to support new learning solutions
- Experience of data manipulation, analysis, and reporting

Must be able to:

- Successfully work with others in small and larger groups
- Relate well to a broad range of people, including colleagues, parents and young people
- Write effectively and in a versatile fashion, according to audience
- Analyse raw data, identify key information, and communicate information effectively
- Show initiative
- Be proactive in all areas of responsibility
- Meet deadlines and thrive under pressure
- Demonstrate high level of organisation and time management
- Complete tasks punctually and effectively

Must have:

- Commitment to CHS and the 10 Year Plan for the School
- Excellent communication skills, both written and verbal
- Excellent listening skills
- Strong interpersonal skills
- High level of IT literacy
- Proven ability to persuade and influence staff
- Thorough approach
- Positive 'can do' attitude
- Excellent analytical and logical skills
- Energy
- Openness to learning and change
- High level of integrity and confidentiality
- Methodical approach to tasks with strong planning and prioritisation skills
- Positive attitude to personal development and training

This is not an exhaustive list, and will vary as the School's requirements change. Flexibility regarding some evening and weekend work will be expected.