



# QUEEN'S PARK HIGH SCHOOL



## Post of: Teacher of MFL

with an opportunity for Achievement Lead in Communications for the right candidate

## Application Pack

Full-time, Permanent contract to start September 2026

Salary Grade: MPS - UPS (+ TLR2A currently £3,527 per annum for Achievement Lead)

Closing Date: Wednesday 15th July 2026

*Inspiring Individuals • Empowering Minds • Defining Futures*



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# 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*

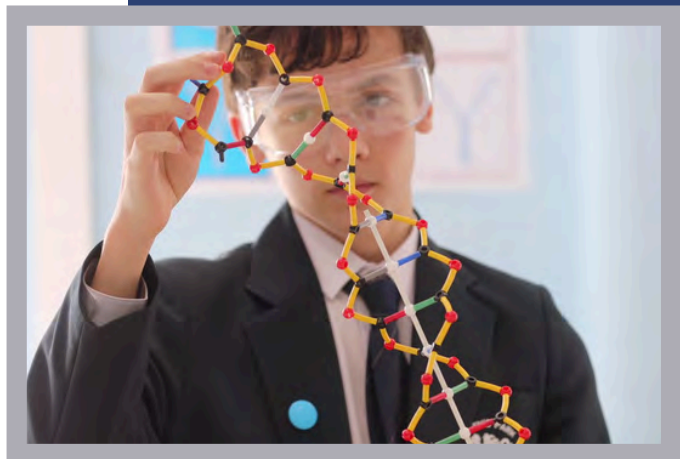


## Inspiring Individuals

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.



“ Staff have high expectations for what pupils should achieve. ”  
Ofsted 2025



# Headteacher's Welcome

## POST

Teacher of MFL

(Achievement Lead in Communications for the right candidate)

Thank you for your interest in this post and for considering a career at Queen's Park High School. I am delighted to welcome you to our school, an academy within The Learning Trust, situated just south of the River Dee in the heart of Chester.

Queen's Park High School is a community built on care, ambition and belief in young people. Working closely with Christleton High School, Chester International School and Belgrave Primary School, we share a mission to empower every student to flourish academically, socially and personally. Our aim is for students to leave us with the confidence, character and skills they need to succeed in life. Further information about The Learning Trust can be found at [www.tltrust.co.uk](http://www.tltrust.co.uk).

Relationships sit at the heart of everything we do. We believe that strong, respectful and trusting relationships between staff and students provide the foundation for both academic success and personal growth. Our high expectations are rooted in a culture built on integrity, kindness and mutual respect. When students feel known, valued and supported, they are able to achieve far more than they thought possible.

Our staff team is the strength of the school. We are a dedicated group of professionals who care deeply about making a positive difference to young people's lives. Staff work collaboratively, support one another and share an unwavering commitment to ensuring every student feels safe, inspired and able to achieve their full potential.

We are seeking an ambitious, dynamic and enthusiastic Teacher of Modern Foreign Languages to join our successful Communications Faculty. This is an exciting opportunity for either an Early Career Teacher or a more experienced colleague looking to develop further within a culture of high expectations, collaboration and strong professional support. For the right candidate, there is also the opportunity to undertake a TLR as Achievement Lead for Communications, helping to drive standards and outcomes across the faculty.

We are committed to developing the whole child and believe education extends beyond the classroom. All staff contribute to our enrichment programme, which plays a central role in supporting students' personal development, wellbeing and character. We therefore seek colleagues who are enthusiastic about enrichment and eager to contribute to the wider life of the school.

Our ambition for the future is clear: continuous improvement and an unwavering commitment to providing every student with the very best education. We build on our strengths, embrace reflection and innovation, and remain firmly focused on excellence and equity for all learners.

This is an exciting time to join Queen's Park High School. Student numbers have grown by 42% over the past three years, reflecting the confidence placed in us by our community. As we continue to grow, we seek colleagues who share our values and believe in the transformative power of education.

To apply, please visit: [QPHS - Vacancies](#) and click '**Apply Now**' via the *MyNewTerm* section.

**Closing date:** 9.00am on **Wednesday 15th July 2026**

**Interviews:** w/c **Thursday 16th/Friday 17th July 2026**

We look forward to receiving your application and welcoming you to our school.

**Tom Kearns**  
Executive Headteacher  
The Handbridge Site



# About Us

*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 Key Stage is led and managed by a Key Stage Lead and supported by Assistant Key Stage Leads. We also have a small number of experienced non-teaching staff who support 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.



*“ Pupils, and students in the sixth form, enjoy the calm and considerate culture at Queen’s Park High School. They appreciate the positive relationships that they have with staff. ”*  
Ofsted 2025

## **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](http://www.qphs.co.uk)



# About Us

*“ Pupils benefit from a suitably broad and ambitious curriculum that supports their academic and vocational interests. ”*  
Ofsted 2025

## 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.

## 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.

*“ Pupils are well prepared to embark on positive and meaningful next steps in education, employment or training. ”*  
Ofsted 2025



# About Us

“ The school has high expectations for pupils' attendance. ”  
Ofsted 2025

## 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 around the school.

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, Ghost The Musical and most recently, Oliver!

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.



## Rowing at Queen's Park High School

As one of only four state schools in the country to have exclusive access to a Rowing Club, we are immensely proud of Queen's Park Chester Rowing Club (QPHRC) 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 2025 a former student won gold for Great Britain at the European Rowing Coastal and Beach Sprint Championships 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.

“ Younger pupils appreciate the opportunities that they get to broaden their interests or to make a positive contribution to their locality, through clubs, competitions or the varied opportunities to raise money for charities.



Ofsted 2025

# 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 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.

“The school...ensure that a culture of aspiration, collaboration and support is experienced by staff. The school's proactive consideration of staff's workload and well-being ensures that staff feel well equipped to undertake their roles.”

Ofsted 2025

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](http://www.qphs.co.uk)



@qphschester



@qphschester



QPHS Chester

# The Department

## Welcome from our Communications Team

The Communications Faculty at Queen's Park High School is a cohesive, supportive team who strive to give our students the best opportunities to succeed in English, Spanish and French.

In MFL, all groups study translation, dictation, speaking, listening, reading and writing skills through a series of topics relevant to real life. Our KS3 curriculum is thematic, allowing students to build vocabulary through exploration of different topics, and making for a seamless transition to GCSE study. We place strong emphasis on independence, using sentence building activities and word banks to allow students to express themselves in their target language. Students are exposed to a wide range of vocabulary which enables them to communicate in and understand other languages and cultures.

Our carefully sequenced curriculum has been designed to support students' transition through the key stages, offering opportunities for all our learners to develop deep and secure understanding. In Year 7, students study both French and Spanish before choosing which language they will continue to study through KS3, meaning that all learners are equipped for KS4 study in their preferred language.

In English, students are exposed to a wide range of classic and contemporary literature, which enables them to better understand the changing world around them. A continuous focus on the development of students' vocabulary enables them to share their ideas with fluency and confidence.

We collaborate closely with the SEND team to deploy appropriate interventions to ensure that all students are equipped to make progress. We use programmes such as Lexonik and IDL to support these interventions.

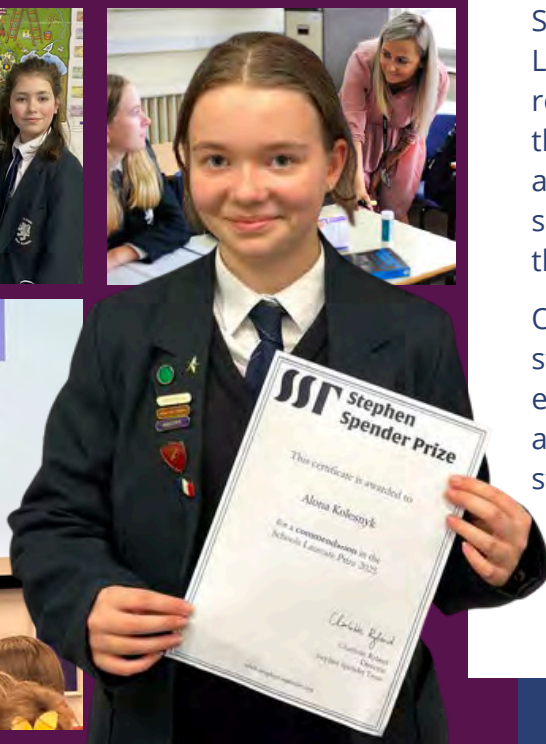
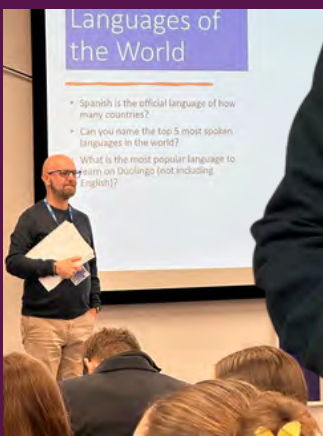
Both MFL and English lessons are fast paced, challenging and enjoyed by students. The success of the students has its foundations in building positive relationships and the teachers being enthusiastic practitioners in the classroom. The team meet regularly to plan collaboratively and develop teaching strategies to improve teaching and learning for all. We are proud of our longstanding record of strong results at GCSE and A Level. We follow the AQA specification, and we offer French and Spanish in Sixth Form, along with English Literature and Film Studies.

*“ I always thought languages were mainly useful for holidays, but now I can see how they can help with careers all over the world. ”*

Year 9 Student



# The Department



## Resourcing and Facilities

Each member of the Communications Faculty has their own classroom and set of resources. We have an excellent stock of set texts, and we have access to a range of ICT suites nearby. The LLC is a popular space in the school and is well equipped with books, ICT facilities and sixth-form study areas.

## Extra- Curricular and Enrichment

We have an Intervention Hub which is used for specific literacy support. It is also available every day after school, where students can work independently or can get support.

Students take part in many Languages enrichment activities including a Spelling Bee, MFL Film Club and a translation competition. Every year, we celebrate European Day of Languages.

In addition, we regularly welcome exchange students and seek opportunities for our students to experience different cultures.

On a Tuesday after school, students can attend a book club in the LLC. Languages offer several booster sessions throughout the week. Students take part in many English and Languages enrichment activities including reading and writing challenges and visits to theatres throughout the North West. In MFL, all groups study translation, dictation, speaking, listening, reading and writing skills through a series of topics relevant to real life.

Our KS3 curriculum is thematic, allowing students to build vocabulary through exploration of different topics, and making for a seamless transition to GCSE study. We place strong emphasis on independence, using sentence building activities and word banks to allow students to express themselves in their target language.

# Job Description



## CLOSING DATE

9.00am

Wednesday 15th July 2026

**Role:** Teacher of MFL

**Responsible to:** Curriculum Team Leader

We are seeking to appoint an outstanding Teacher of Modern Foreign Languages to join our successful Communications Faculty. This is an exciting opportunity for a talented and ambitious teacher to contribute to the continued success of the faculty and wider school.

## Basic Job Purpose

- To facilitate inspirational learning
- 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 of work resources, marking policies and teaching strategies in the curriculum area.
- To contribute to the curriculum area'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 Appraisal 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 and intervention of students.
- To track student progress and use information to inform teaching and learning.
- To communicate effectively with the parents/carers 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 Curriculum Team Leader to identify resource needs and to contribute to the efficient and effective use of physical resources.
- To be a Group Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the 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 Tutor Groups, taking a personal interest and becoming involved in the development of the group.

# Job Description

## Additional duties

- To play a full part in life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

## Other specific duties

- To continue personal development as agreed.
- To engage actively in the performance review process.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- To undertake other reasonable duties as designated by the Headteacher.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Demonstrate knowledge, understanding and positively promote equality of opportunity.
- Support a positive culture throughout the organisation and adopts behaviours that exemplify the school and Trust's culture.
- Encourage the development of productive and collaborative working relationships across the Trust.
- The post holder will be required to undertake other duties and any reasonable instructions given by the line manager or the Trust.





# Person Specification

Criteria	Qualities
Qualifications	<ul style="list-style-type: none"> <li>• Good Degree in Languages</li> <li>• PGCE</li> <li>• Subject knowledge sufficient to challenge all students</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Excellent record within a department</li> <li>• Experience of developing new approaches to Teaching and Learning.</li> <li>• Experience teaching KS3 and KS4 (KS5 desirable)</li> </ul>
Job Related Knowledge	<ul style="list-style-type: none"> <li>• Familiarity with National Curriculum and recent changes</li> <li>• Knowledge and understanding of how AfL can be used in the teaching of the subject to enhance student learning</li> <li>• Be able to analyse and interpret student data to identify areas of underperformance</li> <li>• Knowledge and experience of implementing strategies to address underperformance</li> </ul>
Skills and Aptitudes	<ul style="list-style-type: none"> <li>• Enthusiasm for teaching</li> <li>• Ability to work as part of a team</li> <li>• Willingness to take on or try new approaches &amp; ideas</li> <li>• Excellent ICT skills</li> <li>• Able to use a range of teaching &amp; learning strategies</li> <li>• Excellent classroom management skills</li> <li>• A positive attitude towards professional development and own learning</li> <li>• Good organisational skills</li> <li>• Ability to meet deadlines</li> <li>• Excellent time management</li> <li>• High level of organisation</li> <li>• Patience and flexibility</li> <li>• Good sense of humour</li> </ul>
Additional Requirements	<ul style="list-style-type: none"> <li>• Excellent attendance</li> <li>• Excellent punctuality</li> <li>• Commitment to further developing your own professional knowledge,</li> <li>• skills and experience</li> <li>• Willingness to contribute to extra-curricular activities</li> </ul>

# Job Description



**Role:** Achievement Lead - Communications  
**Responsible to:** Curriculum Team Leader

## CLOSING DATE

9.00am

Wednesday 15th July 2026

## Summary

We are seeking to appoint an outstanding Teacher of Modern Foreign Languages to join our successful Communications Faculty. This is an exciting opportunity for a talented and ambitious teacher to contribute to the continued success of the faculty and wider school. For the right candidate, the post also offers the opportunity to undertake the role of Achievement Lead for Communications, contributing to the strategic leadership of the faculty as a member of the middle leadership team. The successful candidate will inspire and support staff and students to achieve their full potential while promoting a culture that celebrates academic excellence, personal development and wider achievement.

## Basic Job Purpose

Work alongside the Curriculum Team Leader, lead and develop this curriculum, ensuring that the curriculum is fit for purpose and teaching and learning is continuously enhanced. To be accountable for the overall progress and development of students across all year groups.

The following job description outlines the main responsibilities of the job and is not an exhaustive list of all relevant duties. The Trust reserves the right to alter this job description at any time.

## Accountabilities

### Operational/Strategic Planning

- Work alongside the Curriculum Team Leader to lead the development of appropriate curriculum, syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the Department, within the designated key stage.
- Work alongside the Curriculum Team Leader to manage and control the operation of course provision with the Department, including effective deployment of staff and physical resources.
- To actively monitor and follow up on student progress.
- To implement School and Trust Policies and Procedures.
- To work with colleagues to formulate aims and objectives and strategic plans for the Department which have coherence and relevance to the needs of the students and to the aims and objectives of the school.
- Work alongside the Curriculum Team Leader to lead and manage planning to ensure that the activities of the Department reflect the needs of the students within the subject area and the aims and objectives of the school.
- To link with other subject specialist leaders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- To ensure that the Health and Safety policies and practices, including Risk Assessments throughout the Department, are in line with the national requirements and are updated where necessary, therefore, liaising with the school's Health and Safety Manager.

# Job Description

## Curriculum Provision

- To liaise with the Curriculum Team Leader and other subject specialist leaders, to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's improvement plan/evaluation.
- Working with the Curriculum Team Leader to be accountable for the development and delivery of subjects with the Department.

## Curriculum Development

- To liaise with the Curriculum Team Leader and other subject specialist leaders, to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's improvement plan/evaluation.
- Working with the Curriculum Team Leader to be accountable for the development and delivery of subjects with the Department.

## Recruitment/Development of staff

- Working with the Curriculum Team Leader to be responsible for the efficient and effective deployment of any Department technicians and/or support staff.
- To undertake appraisals and to act as a reviewer for a group of staff within the designated Department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the Department.
- To participate in the interview process for teaching post when required and to ensure effective induction of new staff.
- To promote teamwork and to motivate staff to ensure effective working relations.
- Working alongside the Curriculum Team Leader to be responsible for the day-to-day management of staff within the designated Department and act as a positive role model.
- To work with the Curriculum Team Leader and relevant member of SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.

## Quality Assurance

- To ensure the effective operation of quality control systems.
- To establish common standards of practice within the Department and develop the effective of teaching and learning styles in all subject areas within the Department.
- To contribute to procedures for lesson observation.
- To implement school quality procedures and to ensure adherence to those within the Department.
- To monitor and evaluate the curriculum area in line with the agreed school and Trust procedures including evaluation against quality standard and performance criteria.
- To seek/implement modifications and improvements when required.
- To ensure that the Department's quality procedures meet the requirements of
- self- evaluation and school improvement plan.
- To ensure that all exams and courses comply with the examination requirements and other bodies.

# Job Description



## Management Information

- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action of issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the Department.
- To produce reports on examination performance, including the use of value-added data.
- To provide self-evaluation information, Department improvement plans and management reports
- To assist with managing the Department's collection of data
- When requested, to provide the Governing body with the relevant information relating to the Department's performance and development, working alongside the Curriculum Team Leader.

## Communications

- To assist with ensuring that all members of the Department are familiar with its aims and objectives.
- To assist with ensuring effective and appropriate communication with the parents of students.
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- To represent the Department's views and interests.

## Marketing and Liaison

- To contribute to the School's liaison and marketing activities, e.g. the collection of material for press releases.
- Working alongside the Curriculum Team Leader to assist with the development of effective faculty links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects and Open Days/Evenings and other events.
- Working alongside the Curriculum Team Leader to actively promote the development of effective Department links with external agencies, including business.

## Management of Resources

- To assist the Curriculum Team Leader with the management of available resources of space, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the Department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records.
- To work with the Curriculum Team Leader, in order to ensure that the
- Department's teaching commitments are effectively and efficiently timetabled and roomed.

## Pastoral System

- To assist with monitoring and supporting the overall progress and development of students within the Department.
- To act as Form Tutor/Mentor and carry out the duties associated with the role as outlined in the generic job description.
- To contribute to PSHCE, Citizenship, Healthy Schools, literacy, numeracy and Enterprise according to the school policy.
- To ensure that the Behaviour Management system is implemented in the Department so that effective learning can take place.

# Job Description

## Additional duties

- To play a full part in life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

## Other specific duties

- To continue personal development as agreed.
- To engage actively in the performance review process.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- To undertake other reasonable duties as designated by the Headteacher.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description.

- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Demonstrate knowledge, understanding and positively promote equality of opportunity.
- Support a positive culture throughout the organisation and adopts behaviours that exemplify the school and Trust's culture.
- Encourage the development of productive and collaborative working relationships across the Trust.
- The post holder will be required to undertake other duties and any reasonable instructions given by the line manager or the Trust.





# Person Specification

Criteria	Essential
Knowledge & Experience	<ul style="list-style-type: none"> <li>• Honours degree and Qualified Teacher Status (QTS).</li> <li>• Excellent leadership and management skills.</li> <li>• A clear strategic vision for promoting effective teaching and learning and curriculum development.</li> <li>• A track record as an outstanding classroom practitioner.</li> <li>• A track record of achieving strong outcomes at A Level is desirable.</li> </ul>
Technical/ Business Skills/ Ability	<ul style="list-style-type: none"> <li>• Ability to prioritise workloads and work under pressure to meet deadlines.</li> <li>• A commitment to supporting all students to reach the highest possible standard of achievement.</li> <li>• Ability to work using own initiative and as part of a team.</li> <li>• Able to communicate effectively both verbally and in writing.</li> <li>• Competent in Microsoft Office.</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• An exceptional role model with high standards of integrity and approachability.</li> <li>• A 'team player'.</li> <li>• Highly motivated, ambitious.</li> <li>• Calm under pressure.</li> <li>• Flexible and collaborative</li> </ul>
Additional Requirements	<ul style="list-style-type: none"> <li>• Excellent attendance</li> <li>• Excellent punctuality</li> <li>• Commitment to further developing your own professional knowledge, skills and experience</li> <li>• Willingness to contribute to extra-curricular activities</li> </ul>

# 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.gphs.co.uk/page/?title=Vacancies&pid=19>

If you have any recruitment queries, please contact:

[tltreruitment@tltrust.co.uk](mailto:tltreruitment@tltrust.co.uk)

Interviews will take place:

**Thursday 16th - Friday 17th  
July 2026**

**CLOSING DATE for applications:** 9.00am on Wednesday 15th July 2026

# 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:  
QPHS Policies & Documents

# Our Senior Leadership Team



Tom Kearns  
Handbridge Executive  
Headteacher



Katrina Brown  
Head of School  
IC Culture & PD



Ashley Jones  
Handbridge  
Deputy Headteacher  
IC Quality of Education



Lisa Phillips  
Handbridge  
Senior Assistant Headteacher  
IC Teaching & Learning



Daryl Goodwin  
Assistant Headteacher  
IC Achievement & Data



Jill Cutler  
Assistant Headteacher  
Behaviour & Attendance



Zoe Langford  
Safeguarding Lead



Jenny Monaghan  
Handbridge SEND  
Lead

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, 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 1,350 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**



## 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**

# Why 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
  - 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.