



# QUEEN'S PARK HIGH SCHOOL



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

## Post of: Specialist SEMH Teacher Application Pack

Full-Time, Permanent Contract

Start Date: negotiable for new Secondary Resource Provision

Salary: MPS - UPS + TLR 2A

(£32,916 - £51,048 + £3,527)

Closing Date: 9am; Monday 1st June 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*

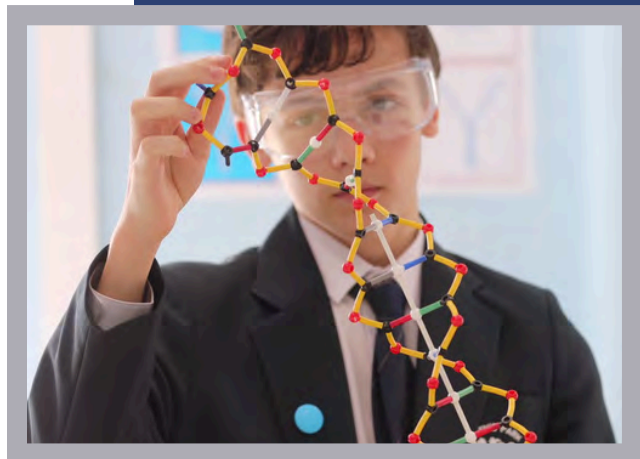


## Inspiring Individuals

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

### Specialist SEMH Teacher

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 are the foundation of effective learning and personal growth. Our high expectations for achievement and behaviour are rooted in this relational 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 group of dedicated, reflective and compassionate professionals who care deeply about making a meaningful difference to young people's lives. Colleagues work collaboratively and consistently go above and beyond to ensure every student feels safe, inspired and supported to reach their full potential.

We are committed to developing the whole child, recognising that education extends beyond the classroom. All staff contribute to our compulsory enrichment programme, which is central to our vision for students' personal development, wellbeing and character. This programme provides opportunities to build relationships, broaden horizons and develop the skills and experiences that equip students for life beyond school. We therefore seek colleagues who are enthusiastic about enrichment and eager to play an active role in 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 staff who share our values and believe in the transformative power of education.

Please visit: [QPHS - Vacancies](#) and click 'Apply Now' via the *MyNewTerm* section on our school website's vacancies page.

**Closing date:** 9.00am on **Monday 1st June 2026**

**Interviews:** w/c **Monday 1st June 2026**

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

**Tom Kearns**  
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.

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

## 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.



# 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](https://www.qphs.co.uk)



@qphschester



@qphschester



QPHS Chester

# The Department

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

Year 8 Student

## Welcome from our SEND Team

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

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

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

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

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

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

Opportunities for training and development are offered to Team Members.



# The Department



Katrina Brown  
Deputy Headteacher



Marc Howens  
SENDCO



Rachel Brandreth  
SEND Manager



Lucie Staden  
SEND Manager



Ruth Astill  
Specialist Maths  
TA



Merial Millot  
Specialist English  
TA



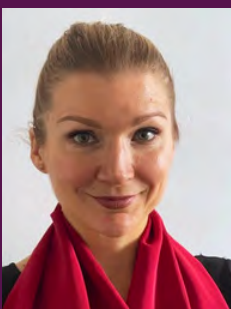
Rebecca Bland  
Specialist TA



Sian Davies  
TA



Rachel Fowles  
TA



Jovanna Dulic  
TA



Rosie Crinson  
TA



Mandy Saddler  
TA



Maria Dilley  
TA



Vicky Saunders  
TA



Liam Ramsden  
TA



Max Holland  
TA

# The Department



## Resourcing and Facilities

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

The Intervention Base is used for all intervention sessions, including literacy sessions, social skills sessions, speech and language etc.

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

During break and lunch times SEND students who prefer to spend their time supported inside the school building have access to the Intervention Base.

Excitingly, a new Secondary Resource Provision is to be established for the specific provision of SEMH Intervention.

# Job Description



**Role:** Specialist SEMH Teacher  
**Responsible to:** SENDCo  
 Deputy Headteacher

## CLOSING DATE

9.00am  
 Monday 1st June 2026

## Job Summary

Queen's Park High School is excited to launch a new Secondary Resource Provision in SEMH, designed to support students aged 11–16 with Social, Emotional, and Mental Health (SEMH) needs. We are seeking a dedicated and experienced Specialist SEMH Teacher to play a vital role in shaping, launching, and delivering this provision.

In its first year, the provision will support 4 to 6 students, increasing to 12 students over the first three years, allowing for a phased and responsive implementation. This role offers the opportunity to work in a nurturing and inclusive setting focused on trauma-responsive and relational practice.

The main purpose of the role is to proactively ensure that learning is taking place according to the expectations of our school policies. Working to endeavor that all students make progress according to the national standards by providing a supportive and engaging learning environment. You will achieve this by working alongside other staff members across curriculum and SEND teams to achieve set targets and objectives.

## Key Responsibilities

- Contribute to the planning and setup of the new SEMH Resource Provision, including curriculum development, classroom environment, and transition planning.
- Deliver high-quality, individualised teaching and learning tailored to students with SEMH needs.
- Develop and implement personalised learning plans (ILPs) and behaviour support strategies.
- Monitoring the progress of students and acting upon this information.
- Lead on the delivery of group interventions designed to support the Social, Emotional and Mental Health difficulties of the students in the RP.
- Create a safe, structured, and trauma-responsive learning environment that fosters resilience, self-regulation, and positive relationships.
- Monitor and assess students' academic, emotional, and social progress, and participate in EHCP reviews and multi-agency meetings.
- Oversee and support the reintegration of students into mainstream classes where appropriate, ensuring smooth, well-supported transitions.
- Work closely with pastoral staff, the SENCO, families, and external agencies to ensure comprehensive, holistic support for each student.
- Support onward transitions, including post-16 pathways, tailored to each student's strengths and needs.
- To act as a form tutor and monitor and support students' progress, within your SRP group.
- Deliver and contribute to the PSHE, citizenship and enterprise programmes within your tutor group.



# Person Specification

Essential Requirements	Desirable Attributes
<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Experience working with students with SEMH needs in a secondary, alternative, or specialist provision</li> <li>• Strong understanding of trauma-responsive and relational approaches to behaviour and learning</li> <li>• Excellent behaviour management and de-escalation strategies</li> <li>• Proven ability to build positive, trusting relationships with vulnerable learners and their families</li> <li>• Commitment to inclusion and personalised learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in setting up or contributing to the development of a specialist or SEN provision</li> <li>• SENCO qualification (or working towards)</li> <li>• Training in Team Teach, Thrive, ELSA, or other therapeutic interventions</li> <li>• Familiarity with EHCP processes, statutory reviews, and multi-agency working</li> </ul>

## What We Offer

- The opportunity to shape and grow a new SEMH provision from the ground up
- A supportive and inclusive school culture committed to whole-child development
- Access to high-quality CPD and specialist training
- Collaborative leadership and a dedicated SEND team
- A role that offers meaningful impact on young people's lives

# Application Process

## Timetable for the Appointment

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

## The Interview

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

If the applicant is shortlisted, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

## How to Apply

In order to promote fairness and consistency amongst applicants, only application forms fully completed will be accepted (please refrain from using "please see attached CV" when completing sections of the form). You may wish to provide further information on a separate sheet where space is limited on the form. However, should you have a disability that prevents you from completing an application form, please contact the school for advice.

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

We encourage applications from a diverse range of applicants.



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

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

If you have any recruitment queries, please contact:

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

Interviews will take place:

**w/c 1st June 2026**

**CLOSING DATE for applications: 9.00am on Monday 1st June 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  
Headteacher  
Handbridge Campus



Ashley Jones  
Deputy Headteacher  
IC Raising Standards & Outcomes



Katrina Brown  
Deputy Headteacher  
IC Culture & Ethos



Matt Yeoman  
Assistant Headteacher  
IC Character & Culture



Lisa Phillips  
Assistant Headteacher  
IC Teaching & Learning / CPD



Jill Cutler  
Assistant Headteacher  
Behaviour & Attendance



Daryl Goodwin  
Assistant Headteacher  
IC Teaching & Learning



Dave Helsby  
Director of IT (TLT)



Zoe Langford  
Safeguarding 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.



**Darran Jones**  
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.



## QUEEN'S PARK HIGH SCHOOL

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

**Tom Kearns, Headteacher - Handbridge Site**



## 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, Headteacher - Handbridge Site**



## 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.