

Dear applicant,

Thank you for your interest in applying for a position at Chorus Education Trust.

At the heart of our Trust is the belief that every child deserves the very best education and can achieve beyond their expectations. This is embodied in our ethos, 'Outstanding achievement For All'.

You can read more about our approach and our individual schools within this pack. In essence, we believe that schools can work together, bringing their collective expertise to benefit everyone. We have been doing this for years through our Teaching School – one of the biggest in the country, training over 100 trainees every year.

We have built upon this success to establish the only national SCITT (School Centred Initial Teacher Training) for modern languages, working with colleagues across the country in both state and independent schools to bring additional language teachers into education.

As a leading provider of NQT Induction and professional development for all staff – including subject specialism and middle leader training, we believe we can support you through every stage of your career. Our challenge is to make your experience within Chorus Education Trust so good that you'll never want to leave. We want to grow teachers and leaders who can spread their excellence across all of our schools, supporting colleagues and inspiring students.

I hope you share our vision for education and will apply to work with us soon.

If you require further information about the Trust and its schools please visit our website at:

www.chorustrust.org

With very best wishes,



Roisin Paul
Executive Headteacher



About Chorus Education Trust

We are a growing Trust, committed to providing every child with the best education possible in both primary and secondary schools across South Yorkshire and Derbyshire.

Our founding school, Silverdale secondary comprehensive, is an Outstanding school, recently voted Top State School in the North by the Sunday Times. Westfield School in the south-east of Sheffield, legally joined our Trust in December 2018 after 18 months being under our leadership.

Other secondary and primary schools are in the process of joining the Trust, and the aim is to develop a Trust across Sheffield and the Peak District with geographical hubs. The vision of the Trust is 'Outstanding Achievement for All'.

All appointees will be given a primary place of work but may be required to work at any site within the Trust in the future.

An outstanding education should not depend on your postcode

We believe that every child in our region deserves the best education possible, and we know that there is outstanding expertise across our region that can be harnessed to make this happen. That means drawing on one of the biggest strengths in the education world – the willingness to share, support and collaborate.

Working with both primary and secondary schools in South Yorkshire and Derbyshire, we are working to build a Trust that provides the very best education for young people, where ever they live.

Together we are stronger

All schools are facing financial challenges and we believe that, by coming together, we can build resilience that just wouldn't be possible on our own. As well as achieving economies of scale for schools by purchasing goods and services as one organisation, we provide a range of central services at extremely competitive costs. You can see the full list here. We also have expertise in fundraising and income generation, to ensure that schools can bring in additional funding.

You don't have to like the academies programme to like us!

We know that the academies programme isn't everyone's preferred way of delivering education. However, it is the direction of travel for the foreseeable future. So we are very keen to build a collaboration of schools in our region, rather than have it 'done to us' by a national chain with limited understanding of the local area.

Choose your own destiny

We know that every school brings expertise that we can all learn from. So we want the schools that join us to help shape our Trust. We don't believe in moulding every school to one template. Instead, we want our schools to contribute to the long term development of the Trust.

We know education

At our heart is the Sheffield Teaching School Alliance, which trains over 100 teachers every year, runs a range of CPD courses and runs the only national SCITT (School Centred Initial Teacher Training) for modern languages. We work with over 150 schools and have built a trusted reputation for training and developing teachers. We bring this expertise and experience to inform our work across the Trust.

You can be aspirational and inclusive

Application Pack

We believe that every young person has the capacity to achieve beyond their expectations. We go to great lengths to keep students in school, by developing a strong, inclusive environment and investing in teams of dedicated, professional staff.

Silverdale School



Silverdale School is a highly popular and high-achieving 11-18 comprehensive in the south west of Sheffield. The school has been completely rebuilt (PFI) in the first phase of Sheffield's Building Schools for the Future programme.

The school is attractively situated on a single site in 17 acres of grounds within the south western area of the city, and enjoys extensive views over Sheffield and the surrounding countryside. The school has an Integrated Resource Unit for Profoundly Deaf children which is staffed by teachers from the Sheffield Service for Sensory Impaired Children.

Aims

The school has high expectations of all its pupils.

Our aim is to work in partnership with pupils and parents, and to provide education in a caring and supportive environment that allows each individual to develop morally, spiritually, physically and intellectually at the pace and in the direction which suits each pupil best so that the highest possible standards may be achieved. The school also works closely with employers and other schools and colleges.

We regard standards of behaviour as being of great importance. The school is concerned that its curriculum should both reflect and give value to the diversity of the pupil community and prepare pupils to take their place in a multi-cultural society. The school is committed to equal opportunities for all. The school aims to safeguard all its pupils so that they experience school as a safe and secure environment in which to learn.

Admission

The school has approximately 1,295 pupils including 410 in the Sixth Form.

In recent years the number of applications for admission to Silverdale has exceeded the admission limit, approximately 180 pupils are admitted each year to Year 7, who are placed in 6 mixed ability classes.

The Sixth Form is also popular with a large number of Y11 pupils progressing to post-16 education. Approximately 35 post-16 places are available each year to students not attending Silverdale.

Facilities



The new building (occupied in January 2009) provides full access for all students and is a fully inclusive environment. Through its design features, it supports:

- Innovative and flexible teaching and learning: with large, fully equipped classrooms and other, more informal study environments, (particularly for older students) which all promote learning as a stimulating and enjoyable experience.
- Inclusion: an integrated support centre at the heart of the school enables

students to become independent learners. The integrated resource provision for the profoundly deaf is fully integrated into the fabric of the school, making it possible for every member of the school community to feel valued and included. Access to all areas is ensured and the site enables co-ordination of the SEN and mainstream elements of the school, thus enhancing provision and better meeting the needs of all the young people.

- Behaviour management and supervision: The creation of wide corridors and stairways and social areas for students support a sense of calm. These facilities have a positive effect on pupil attitudes to school and assist staff in ensuring efficient pupil movement and levels of punctuality.
- Departmental Areas: each has its own resource area and accommodation for staff work spaces. Classrooms and other, more informal learning spaces are adaptable to allow for flexibility in teaching and learning styles, cross curricular work, a differentiated curriculum and access to ICT, enabling everyone to have full access.
- Provision for ICT: the new building provides a range of flexible areas supported by wireless technology. Interactive whiteboards and digital projectors are in all learning environments and facilitate a range of delivery styles. The technology supports remote learning: enabling lesson plans, schemes of work, homework and assessments to be accessible at home as well as at school.

The facilities provided evoke a sense of pride in the school. They enable all students to access a wide curriculum offer in an environment and ethos conducive to learning.

Pastoral Care

Our pastoral and support system is based on form and key stage groupings. Each form belongs to a key stage group with a Form Tutor, Pastoral Manager and Key Stage Leader to monitor attendance, work progress, behaviour and achievements. We offer support and guidance in these teams from Years 7 to 11. The Key Stage Leaders are supported and managed by the Assistant Heads, and a Pastoral Administration Assistant. In Years 12 and 13 there are Form Tutors, supported by the Head of Sixth Form, Y12 and Y13 Leaders, Key Stage 5 Support Officer and Administration Assistant. Here, guidance and support are given on academic progress, university and Post-18 selection and application; in addition to a wide range of activities including prefect duties and community service and a PSHE and Key Skills programme.

We work closely with parents, outside agencies and feeder schools. We believe in keeping parents informed through regular reports, a Parents' Evening, Choices Evenings in Years 9 and 11 and welcoming evenings for Years 6 into 7. We welcome contact with parents at any time. Each pupil manages their homework via an app (available on a smartphone, tablet or PC). Parents can also view this app, where attendance, punctuality, and achievements are also recorded.

We have a high profile Anti-Bullying policy and good behaviour is expected and rewarded with unacceptable behaviour checked promptly according to the school's sanction ladder.

Curriculum Organisation

Pupils who join year seven from primary schools are placed in all-ability classes for teaching, registration and tutor purposes.

The timetable for Years 8 and 9 is constructed to allow setting in some subjects (i.e. the placing of pupils in teaching groups consisting of similar ability).

The Year 10 and 11 option programme provides a common core experience for all pupils and an opportunity for some specialisation. Pupils study 10 subjects aimed at external examinations. All pupils have the opportunity to take GCSE English, Maths and Science and the vast majority of pupils

take at least one foreign language at KS4. It is possible for students to take two foreign languages to GCSE, three separate Sciences and to access the English Baccalaureate, as appropriate to their needs and abilities.

Pupils who need individual attention, especially in English and Mathematics, may be withdrawn from class lessons to be taught by specialist staff at anytime during the five years. The aim of this is always to prepare the pupil for a return to mainstream classes as soon as possible. Support is also provided for individual pupils in lessons where appropriate.

Sixth Form

SILVERDALE SIXTH FORM

[Silverdale's Sixth Form](#) offers two year courses to students who wish to continue their studies beyond Year 11. A wide range of A-level and BTEC courses are offered which maximise career opportunities and meet the specific requirements of any Higher Education courses for which they may be aiming.

A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, volunteering and many other options.

The stay-on rate to the sixth form is very high (about 60% regularly stay on into the sixth form at the school). Most of these students go onto gain university places. The school provides an extensive programme of one to one support and advice for sixth formers, including a university preparation interview in Y12 and help with UCAS application at the beginning of Y13. Post A-level advice is also provided. The school has close links with a number of Oxbridge colleges and a high success rate in obtaining Oxbridge places.

Curriculum Enrichments

Curriculum Enrichments are available to all pupils. Y10 pupils have two weeks of work experience. Optional enrichments include: a very wide range of P.E. activities, including opportunities for inter-form sports competitions, school teams and clubs; annual ski trips; annual drama productions; music concerts and activities; French exchanges; language intensive courses abroad; home stay visits in Spain; Christian Union; a range of Student Voice activities including an Executive School Council; work shadowing; work experience abroad for all A-level linguists; Young Enterprise and mock interviews for Sixth Formers.

All year 11 students receive a Record of Achievement and Experience which contains a personal account of their work experience and enterprise experience, tutor and personal statements, as well as their other achievements and experiences.

Examination Results

In 2017-18, our Progress 8 score is +0.72 – our best yet!

Overall, our A-level ALPs score is 2. This means that the progress our students make at A-level is in the top 5% of the country.

In 2017-18 30% of our students achieved all A*/A grades. 67% of all grades are A*-B.

Management

The Leadership Team consists of an Executive Headteacher, a Head of School, 2 Deputy Headteachers, 2 Assistant Headteachers and a Trust Business & Development Manager.

The School has an agreed Equal Opportunities Policy and a Special Needs Policy statement. The School has previously achieved Investors in People status.

The Head of School reports to the Executive Headteacher of Chorus Education Trust.

The Management of the school aims to be open and inclusive, encouraging every member of staff to contribute fully to the life of the school and to their own professional development.

Governance

The Local Governing Body meets frequently and has a cycle of committees covering Finance and Resources, School Improvement, and Safeguarding and Inclusion. The Parent Governors are keen to hear parental views and respond to their needs.

The Local Governing Body report to the Chorus Education Board of Trustees.

Westfield School



Westfield School

Westfield School is on the cusp of achieving great things. It was led by Chorus Education Trust for 18 months, before legally joining in December 2018.

With solid foundations in place, a new Head of School is working with staff to ensure that the Trust's ethos of 'Outstanding Achievement for All' is at the core of all work at Westfield. The school has a strong tradition of inclusion, whilst aspiring for the very best education, opportunities and results possible for all students.

This is a school where, if you have the passion, talent and commitment, you can make great progress. It is a happy school with supportive and willing staff, students and parents. It has excellent facilities, particularly for sport – with a sports centre (including swimming pool), which are free for staff to use.

The school is an 11-16 comprehensive with over 1,000 students on roll, located in the south-eastern suburbs of Sheffield. It sits within the centre of its catchment area and enjoys excellent, modern facilities. There is easy access to the M1 and Sheffield City Centre.

As a learning community Westfield recognises that staff are entitled to develop and progress. We are able to draw on our partnership with the Trust's teaching school, the Sheffield Teaching School Alliance, to develop our staff and offer them extensive professional development opportunities.

Chorus Trust also offers Westfield students the opportunity to progress into their Sixth Form – where students this year achieved the best results of all state schools in Sheffield. Staff work in partnership across both schools, offering support and sharing expertise.

Strong partnerships with parents, our family of schools and wider community underpin our success. We are developing strong collaborations and much closer working with local primary schools and post-16 providers.

Sixth Form

Westfield students have equal admissions to Silverdale students into Silverdale Sixth Form, providing they meet the admissions criteria. In 2017 Silverdale Sixth Form students achieved the top A-level results of all state schools in the city.

In 2018 the first 11 students from Westfield entered Silverdale Sixth Form. Chorus Trust also provides a subsidised bus direct between Westfield and Silverdale Sixth form.

Pastoral Care

Every student in the school is a member of one of our four Halls, each named after a local river.

- Don (red)
- Loxley (blue)
- Rivelin (yellow)
- Sheaf (green)

Our school logo reflects the colours of the four Halls. Students wear a tie that contains the colour of their Hall. They are allocated into a Hall when they first join the school and stay within that group until they leave school in Year 11. Year 7 students with older siblings in school will normally be placed in the same Hall.

Students compete in inter-hall competitions such as the London Legacy Inter-Hall Sporting Competition and our school inter-hall Sports Day.

Students are also placed into an ARKS group within their hall. This 'family' of students will include approximately five students from each year group, from Year 7 to Year 11. This group is led by a Key Worker and its focus is enrichment and support.

Fifteen minutes at the beginning of each day is spent with this vertical ARKS group.

Vertical tutoring was introduced to help Year 7 students make a better transition to secondary school because from the outset they get to know older students who assist them in familiarising themselves with the school and daily routines.

The same Key Worker will support students as they go through school and will be able to provide excellent one-to-one advice and guidance throughout key points in the academic year. Vertical ARKS Groups enable younger students to learn from older students and older students get the opportunity to develop responsibility and leadership skills.

The ARKS Key Worker is pivotal in embedding this ethos through ARKS Time. ARKS Time is held at the beginning of each day for 15 minutes. Activities during ARKS Time reflect our ethos and Key Workers help the students in their care to be ready for learning each day so they can achieve and succeed.

A student's academic progress and pastoral care are monitored by a team of staff including the ARKS Key Worker (like a form tutor), Pastoral Manager and Head of Hall.

Teaching and learning

At Westfield our vision is for outstanding achievement for all.

To achieve this, we must ensure:

- all lessons engage, support and challenge **all** students to make rapid and sustained progress.
- all teachers have a shared understanding of what constitutes outstanding teaching and learning.

The Teaching and Learning Policy has been redeveloped for 2017/18. The focus is on incorporating teaching principles that we believe encourage and will engage students in higher thinking and learning.

We have followed the DRICE educational model for this, which has been used nationally to escalate pupil progress for all students. At Westfield, teachers will aim to provide learning opportunities that:

- Deepen thinking.
- Role model learning.
- Impact on learning.
- Challenge expectations.
- Engage in learning.

By following this model, we have developed and instilled key principles of teaching and learning that as staff we aim to follow every day. More information regarding these can be viewed on the Teaching and Learning Policy.

By ensuring engaging and valuable learning experiences, we will ensure all pupils make rapid and sustained progress. In order to ensure this happens in every lesson, we have focussed more clearly on 6 key aspects of outstanding Teaching and Learning. These are:

1. Planning - At Westfield we must ensure that learning objectives and clear and *differentiated learning outcomes* are present in all lessons.
2. Engaging Activities - At Westfield we believe students should be *engaged* by the lesson as soon as they arrive at the classroom.
3. Modelling - We will *role model* learning processes to enable students to apply knowledge effectively and *challenge* themselves within learning tasks.
4. Application of knowledge – Pupils need to apply knowledge. The tasks will *deepen knowledge* and *challenge* students to *meet or exceed their targets* and should allow for progress to be measured through AFL strategies in place.
5. Challenge - Lessons at Westfield will *embrace challenge*, with students being consistently pushed to make *outstanding progress*.
6. Assessment for Learning - We must enable students to reflect on current progress and drive the understanding of how to *make further progress* through effective use of AFL (Self, Peer, Questioning).

Attainment Results

The 2017 results were as follows:

KEY STAGE 4 EXAM RESULTS 2018

- **Progress 8:** -0.49 (estimate)
- **Attainment 8:** 41.3
- Pupils achieving a standard pass in English and Maths (Grade 4 and above): 48%
- Pupils achieving a strong pass in English and Maths (Grade 5 and above): 31%
- Pupils achieving a standard pass in the English Baccalaureate (Ebacc) combination of subjects: 10.5%
- Pupils achieving a strong pass in the English Baccalaureate (Ebacc) combination of subjects: 6.5%
- Pupils staying in post-16 education or entering employment: 98.3%

Curriculum Enrichments

At Westfield, we aim to nurture our pupils' talents and interests. A wide range of activities are put on at lunchtimes and after school which all students are welcome to participate in.

Departments also offer enrichment opportunities that allow pupils to experience their subjects beyond traditional classroom teaching.

Sporting success

Westfield has a proud history of sporting success. We were previously a specialist sports college and are fortunate to have state of the art sporting facilities on our site. These include an indoor swimming pool, gym, sports halls and extensive outside pitches.

Last year was quite simply the greatest in the sporting history at Westfield. Not only did we achieve huge sporting success, we had huge attendance in after school sport and made a real difference in our community. And our PE department won the John Moss Award in Sheffield, earning us the title of PE Department of the Year!

The events ranged from athletics and gymnastics through to Key Stage 1 ball skills and Year 6 transition events. All of these events are led and driven by our Sports Leaders and last year they allowed over 3,000 young participants the chance to be active and competitive. Perhaps the highlight was our Olympic Torch relay. Ten schools were visited by our four Legacy Makers who brought with them a real London 2012 Olympic Torch. Each school gave the torch a Rio 2016 style welcome and presented the Legacy Makers a handmade Olympic Torch designed by a selected child.

What the schools produced was quite simply unbelievable. The quality of our Sports Leaders has been recognised by various external organisations. It speaks volumes that we have Sports Leaders involved in the Points Leadership Academy, the Sheffield Academy of Young Leaders and we have volunteers at events such as the British Athletics Championships and the UK School Games. Most recently Westfield was awarded Sports Leaders UK Academy status.

We also have one of the largest Sports Leaders' Academies in the city, with over 75 trained students from Years 7 through to 11. The school has built a culture where it is a genuine honour and a sought after position to be a Sports Leader. The Leaders are integral to what we offer within our community. Last year we ran 19 festivals and events and all nine of our feeder schools were involved.

Sheffield Teaching School Alliance



Our [Teaching School](#) supports staff at every stage of their career - from initial teacher training, right through to middle, senior and executive leadership. We also provide subject specialism training.

The Teaching School grew from Silverdale School, was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance.

We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield and a fully developed programme of CPD for teachers. All of these activities provide opportunities for staff within our Trust to take on new roles and skills.

We work with over 50 schools in our School Direct network, which includes primary, secondary, special and the Peak District – training over 100 teachers every year. We are always looking for new partners and to deepen existing relationships.

Our Specialist Leaders in Education (SLEs) enable us to provide school-to-school support across the region. These roles provide excellent opportunities for staff in our Trust wishing to further their experience and skills.

National Modern Languages SCITT



As a result of our success recruiting and training Modern Languages teachers through School Direct, we have worked with the Department for Education to establish a subject specific School Centred Initial Teacher Training (SCITT) provider for Modern Languages.

Our [National Modern Languages SCITT](#) represents a new partnership between the state and independent sector offering a wealth of experience and tremendous opportunities to train to teach in a wide range of contexts.

Executive and Policy Assistant: Job Description

Location: Chorus Education Trust

POST TITLE	Executive and Policy Assistant
GRADE	6
SPINE POINT	SCP 27-32
WORKING PATTERN	37 Hours Per Week/52 Weeks Per Year Annualised hours: <ul style="list-style-type: none"> • 1,702 hours (+5 years' service) • 1,739 hours (<5 years' service)
LINE MANAGED BY	Executive Headteacher
RESPONSIBLE FOR	NA
WORKING WITH	Executive Headteacher, Trust Business Manager
HOLIDAY AND SICKNESS RELIEF	Trust Administrative team
PURPOSE OF JOB	To primarily provide effective and efficient administrative support to the Executive Headteacher, also supporting the Trust Board and Executive Team. To provide support for policy and governance development.

The post holder must at all times carry out his/her responsibilities within the spirit of school and trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust.

Key Responsibilities:

To provide effective and efficient administrative, governance and policy support to the Executive Headteacher, also supporting the Trust executive team:

- Diary management co-ordination: responsible for the organisation of meetings, events and Trust functions.
- Acting as a point of contact for the Executive Headteacher and filtering enquiries as appropriate, supporting relationships with key stakeholders.
- Preparing reports, presentations and documents as required by the Executive Headteacher.
- Clerking a range of regular and ad hoc meetings ensuring agenda/papers are prepared/provided as required and compliant minutes are taken.
- Setting up and managing administrative systems for the trust.
- Supporting the development of governance and policies.

Main specific responsibilities and duties:

Diary Management co-ordination:

- Work with the Executive Headteacher daily regarding the events of the day and follow up resultant actions
- Pro-actively manage the diaries of the core executive team
- Ensure Executive Headteacher time is managed effectively and all papers and documents for meetings are available
- Liaise with the Trust executive team and Trustees to draw up and produce the Trust calendar for the academic year
- Organise room bookings, facilities, resources as required for meetings and events

Point of Contact

- Act as a first point of contact for telephone and e-mail enquiries to the Executive Headteacher and the Trust and pro-actively action, responding to or directing queries to appropriate people as required
- Show tact, confidentiality and use discretion at all times
- Receive visitors and callers and arrange hospitality as appropriate
- Correspond with Trustees and Members and act as their first point of contact

Preparation of reports, presentations and documents:

- Prepare reports, presentations and documentation as required through use of appropriate technology and systems
- Ensure equipment is set up and available for use where required
- Pro-actively manage deadlines for meetings or events and ensure the Trust executive team are supported in achieving these

Clerking:

- Attend meetings to support Executive Headteacher as directed and appropriate
- Minute relevant meetings and proof read materials as appropriate
- Be available to attend evening meetings when requested
- Act as Clerk to the Board of Trustees
- Maintain and update all Trustee records as directed
- General Admin Duties
- Produce timely and compliant minutes of all Trustee and Members meetings

Administrative systems and support:

- Establish and maintain appropriate administrative systems to support the work of the Trust executive team and Central Services
- Support the operation and establishment of Trust databases and shared drives ensuring compliance with the General Data Protection Regulations
- Draft correspondence, and other documentation to the Executive Headteacher's specification
- Provide PA and administrative support to the core Trust executive team

Trust Projects

- Assist the Trust executive team with a range of tasks associated with delivery of various Trust projects including contributing to research, planning and production of documentation
- Update project logs and pro-actively chase progress

Governance and policy support:

- Maintain an awareness of the political and policy landscape for education.
- Contribute to policy development.
- Contribute to maintaining effective governance arrangements.
- Draft simple briefing documents, summarizing more complex and lengthy information.

Communications

- Develop appropriate circulation lists and ensure accurate and efficient sharing of information to support effective communication with the Trust's schools and Local Governing Bodies

Support for the Trust

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Appreciate and support the role of other professionals
- Contribute to the overall ethos/work/aims of the Trust
- Participate in relevant training, other learning activities and performance management as required
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Executive Headteacher, commensurate with the level of the post.

Team responsibilities

All administrative support staff at Chorus Education Trust considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time.

Further Statement:

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the SLT.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions

Date: January 2019

Executive and Policy Assistant : Person Specification

The successful candidate will need to demonstrate evidence of the following:

	JOB REQUIREMENTS	Essential	Desirable	Assessment method
Knowledge, Experience and Skills	Must be mobile and hold a valid Driving License	✓		A
	Substantial experience of PA or other general administrative work for a senior leadership team/leader, or board	✓		A/I
	High level IT skills in Microsoft Office: Word, Excel, PowerPoint plus email and the web	✓		A/I/T
	Clerking and minute taking at governor level meetings or equivalent board meetings		✓	A/I
	Knowledge of governing body procedures and education and academy legislation, guidance and legal requirements		✓	A/I
	Knowledge and understanding of Freedom of Information, Data Protection legislation, records management and governance issues		✓	I
	Exceptional written and verbal communication skills	✓		A/I
	Awareness of the political and policy landscape in the education sector		✓	I
	Experience of drafting policies, guidelines or governance documents.		✓	A/I
	Ability to draft concise briefing documents, summarizing more complex and lengthy information.		✓	A/I/T
Qualifications	Good level of literacy and numeracy eg GCSE Maths and English or substantial relevant experience	✓		A
Other Skills	Flexibility to manage clerking provision, with the ability and commitment to working scheduled evenings to minute governor/director meetings	✓		I

	Able to plan and prioritise to ensure timely delivery of agendas and progress toward actions	✓		A/T
	Ability to organise time and work to deadlines	✓		A/I
	Excellent record keeping, information retrieval and dissemination of data/documentation	✓		A/I
	Evidence of working in an environment where experiences included taking initiative and self motivation		✓	I
	Ability to interpret discussion to produce clear, concise, accurate and diplomatic minutes appropriate for a range of audiences	✓		I/T
	Demonstrable attention to detail and good listening skills	✓		I
	Maintain strict confidentiality of information	✓		A/I
	A good sense of humour	✓		A/I
Interpersonal Skills	Strong interpersonal skills with the ability to motivate others to ensure deadlines are met		✓	A/I
	Ability to foster good relations with a range of colleagues at all levels		✓	A/I
	Able to apply, interpret and communicate governance arrangements to ensure purposeful meetings with clarity on when matters need to be escalated to the Board of Trustees	✓		I/T
	Able to support the flow of meetings with tact, diplomacy and sensitivity		✓	I
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people	✓		I

Application Procedure

Applications should be made by completing the form in detail and by a letter of application of not more than two typed sides of A4 in length.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application forms and letters should be emailed to Carly Braid via recruitment@chorustrust.org and should arrive no later than **Sunday 3 February 2019**

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay. (CVs & SCC application forms will not be considered).

Interviews will take place on the week starting **Monday 11 February 2019** and details of the interview arrangements will be sent to all shortlisted candidates.

Please understand that we cannot acknowledge receipt of individual applications.