

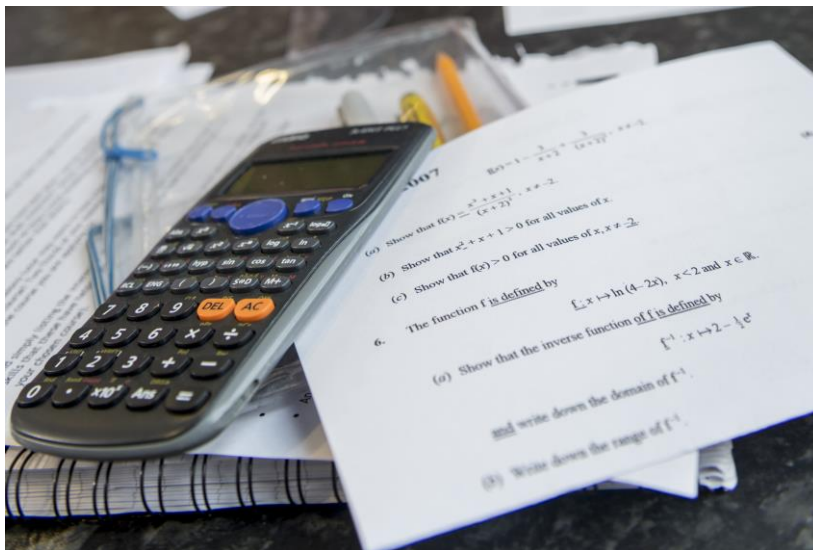


# Application Pack for: Assistant Headteacher for Maths

Pay Scale: Leadership L12 to 16.

Fulltime, permanent.

Starting as soon as possible.



## Could you be the missing part of our equation?

A school with the potential to be outstanding moves on from challenging times, turns a corner and seeks the missing part of the equation: passionate and talented Maths leader to transform student achievement in Maths across the whole school – and then spread the success across the Trust!

- Are you an outstanding teacher and leader of Maths?
- Are you looking for a new challenge and the chance to make a long-lasting difference?
- Are you passionate about transforming student achievement in Maths and able to lead change across the whole school?
- Do you want to then share your success across a growing Trust that cherishes both aspiration and inclusion?

Then you could be the addition we need!



## The story so far

Westfield School is on the cusp of achieving great things. Over the last year leadership has been under Chorus Education Trust - an inclusive and aspirational local Trust that is drawing on the very best teaching and learning across South Yorkshire and Derbyshire. The school is due to formally join the Trust in the coming months.

With solid foundations in place, a new Headteacher 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. We are passionate about transforming our students' life chances.

You will have the opportunity to join and lead an enthusiastic, stable, cohesive team of Maths teachers, who are fully committed to continuing their professional development as individuals and as a team to ensure outcomes for our students are consistently strong.

This is a school where, if you have the drive, 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 can be used for free by staff.

We have been through some challenging times but, in the last year, we have definitely turned the corner. Our new leadership team, along with our dedicated staff, have been working with local feeder schools and parents to move Westfield towards becoming the fantastic school it was always meant to be. The ingredients are all here - but we need to expand our team to include even more leaders who have the drive and talent to bring about the change needed.

We are seeking to appoint an excellent, ambitious leader of Maths with a proven track record of inspiring students to achieve beyond expectation across KS3 and KS4. The successful candidate will initially have a remit for transforming student achievement in Maths at Westfield School, as well as being a member of the Senior Leadership Team. They will then work in partnership with the Executive Headteacher and Chorus Trust senior leaders, to develop and lead a Trust-wide strategy for raising achievement in Maths.

The role would suit experienced Assistant Headteachers seeking a new challenge, or middle leaders ambitious for the next stage in their career. Candidates should have a strong record of middle leadership, working proactively and constructively with students, colleagues and parents. It is essential that you can inspire and lead staff, and be a team player, supporting and coaching middle leaders and working in partnership with SLT colleagues. We are looking for people who are ambitious for our students and for themselves, with a passion for raising achievement in Maths.

This is an exciting opportunity to join a school that will soon be part of a new Trust that is committed to providing the very best opportunities for both staff and students. Chorus Education Trust is built upon the outstanding practice of its founding school, Silverdale, and seeks to work in partnership with both primary and secondary schools across South Yorkshire and Derbyshire. A key part of the Trust is its Teaching School, the Sheffield Teaching School Alliance - one of the largest in the country. We believe in CPD from Initial Teacher Training through to subject specialist training, then middle and senior leadership. We will support you to achieve the very best in your career.



## Job Description: Assistant Headteacher for Maths

### Role as a member of the SLT at Westfield School:

- To assist the Head of School and Deputy Headteachers in the day to day running of the school including taking assemblies, line managing middle leaders, assisting in organizing parents' evenings, promoting health and safety, and by attendance at extra-curricular and evening events.
- To work with the Executive Headteacher, Head of School, Governors and Trustees in developing the vision and strategic direction of Chorus Education Trust, Silverdale School and the Sheffield Teaching School Alliance.
- Ensure a school-wide focus on achievement and standards.
- To work with Chorus Trust Board and Westfield Local Governing Body as a member of the sub committees and through joint working.
- To promote the aims and values of the Trust and school, be a positive role model within the school, with parents and the wider community.
- To line manage staff according to school policy and support, challenge and develop them in their roles thus ensuring a culture of accountability at all levels.
- To be involved in appraisal (performance management), quality assurance of the Maths Faculty, whole-school quality assurance and faculty/school self-evaluation.
- To contribute to the school SEF, ensuring accurate reflection of standards, progress and other aspects of the school's work.
- To work with the Executive Headteacher, Head of School and the Senior Leadership Team on the recruitment, selection and appointment of staff across the Trust.
- Prepare agendas and briefing papers for relevant meetings.
- To participate in SLT meetings including early morning briefings, weekly meetings and termly strategic sessions.
- To share responsibility for senior leadership and management for the school ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all students.
- To help develop an ethos of high expectations for staff and students, lead on Curriculum and Self Evaluation in Maths, and make a contribution to the Teaching School to further improve student outcomes.
- Contribute to a climate of personalisation in Teaching & Learning across the school to maximise achievement of underachieving cohorts.
- To ensure a realistic consistent and continuous school wide focus on student achievement, especially underachieving cohorts.
- Help create and maintain an ethos which promotes outstanding teaching, effective learning, and high standards of achievement throughout the school.



## Main Areas of Responsibility:

- To lead the rapid improvement of Westfield's Maths faculty, with a sharp focus on developing the curriculum, teaching & learning and assessment to facilitate outstanding outcomes from all our students.
- Support a culture and ethos of challenge and support where all students can achieve success and become engaged in their learning.
- Work alongside the Assistant Headteacher: Teaching & Learning to provide high quality, research-led professional learning to improve the practice of colleagues in the Maths faculty and beyond.
- Challenge underperformance at all levels and ensure effective corrective action and follow up.
- Work with the Executive Headteacher, Senior Leaders of Chorus Trust senior leaders to develop and lead a Trust-wide strategy for excellence in Maths.
- Ensure that the school is constantly 'Ofsted ready' in terms of the provision of teaching and learning in Maths that would ensure positive inspection outcomes.
- Ensure subject leaders' accountabilities are clearly defined, understood and agreed in terms of leading in their curriculum area/s and that they are subject to rigorous review and evaluation.
- Work with the Senior Leadership Team to quality assure standards of Teaching and Learning.
- Use information gained from the QA process effectively to provide personalised support, celebrate areas of excellence, share good practice and challenge under-performance.
- Seek opportunities to collaborate with other academies, innovative and high achieving schools through Chorus Education Trust and other relevant networks to share and develop excellent pedagogies.
- To ensure a range of community based learning experiences focusing on engaging students in Maths and implement opportunities for parents to support progress and achievement of their child (especially reading & writing and communication).
- To create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- To seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enhance and enrich Teaching & Learning in the school and its value to the wider community.
- Report to the Head of School to demonstrate that the curriculum, teaching & learning and assessment in Maths is leading to the rapid improvement of outcomes in the faculty.

## Class Teacher Responsibilities:

- To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers.
- To be responsible for teaching across all key stages.
- To deliver high quality lessons demonstrating outstanding practice and outcomes.
- To maintain positive working relationships with students and staff.



### **General Duties and Responsibilities:**

- To carry out the duties of an Assistant Headteacher as set out in the School Teachers' Pay and Conditions Document.
- To continue to meet the required standards for Qualified Teachers' status.

### **Review Arrangements**

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Westfield School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

The appointment is initially made to Westfield School, which is under the leadership of Chorus Education Trust and is due to officially join the Trust imminently. The nature of Chorus Education Trust developments may mean that in the future other schools may join the Trust. As such, all new appointees are appointed with the understanding that they may in the future be directed by the Executive Headteacher to work across any school/worksite within the umbrella of Chorus Trust structure that exists at that time.



## Person Specification

Key Criteria	Essential	Desirable	Source: A - Application I - Interview D - Documents R - References
Qualifications & Training	<ul style="list-style-type: none"> <li>• A strong degree and QTS.</li> <li>• Continuing professional development</li> <li>• INSET specific to school leadership &amp; management.</li> </ul>	<ul style="list-style-type: none"> <li>• Further educational study or action research.</li> </ul>	A, D
Teaching & Learning	<ul style="list-style-type: none"> <li>• An outstanding classroom practitioner.</li> <li>• A successful record of value-added results.</li> <li>• Extensive use of student performance data to inform classroom teaching.</li> <li>• An understanding of how children learn, of teaching strategies and of the impact they have on children’s learning.</li> <li>• Clear set of values and knowledge of teaching and learning issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Leading role in a recent whole-school teaching and learning initiative.</li> </ul>	A, I, R
Experience	<ul style="list-style-type: none"> <li>• One or more positions of responsibility in a secondary setting.</li> <li>• Middle leadership experience.</li> <li>• A record of success in effective and efficient team management.</li> <li>• Leadership of an initiative that has raised student attainment levels.</li> <li>• Use of ICT as an effective management and teaching tool.</li> <li>• Collaborative working.</li> <li>• Working in an inclusive school, with a mix of social and academic contexts including Pupil Premium and SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with staff in a planned evaluation programme, with a focus on raising the quality of teaching and learning (ITT/NQT/subject teams etc.).</li> <li>• Study support strategies.</li> </ul>	A, I, R



Key Criteria	Essential	Desirable	Source: A - Application I - Interview D - Documents R - References
Skills, Knowledge or Abilities	<ul style="list-style-type: none"> <li>• An understanding of current educational issues for secondary schools.</li> <li>• A full understanding of 11-16 curriculum issues.</li> <li>• An understanding of the process of establishing school improvement priorities and of the role of leaders and managers in monitoring and evaluating a school's effectiveness.</li> <li>• Excellent inter-personal, organisational and communication (both oral and written) skills.</li> <li>• Skills in planning and managing systems.</li> <li>• The ability to analyse, interpret and intervene, making best use of performance data.</li> <li>• The ability to work closely with staff in pursuit of their professional development.</li> <li>• The ability to work as a member of a team.</li> <li>• The ability to motivate students and staff.</li> <li>• A strong understanding of the inclusion agenda.</li> <li>• A clear image of what makes good and outstanding teaching.</li> <li>• An understanding of how to ensure students of all abilities achieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of schools of the future.</li> <li>• An understanding of Academy status.</li> <li>• A knowledge of the new Ofsted framework.</li> <li>• An understanding of inclusion and its role in secondary schools.</li> <li>• Working to move schools from Good/Outstanding.</li> <li>• Developing the most able.</li> <li>• Working with teaching schools.</li> </ul>	A, I, R
Personal Skills	<ul style="list-style-type: none"> <li>• Positive and caring approach towards students.</li> <li>• Dynamic team leader with resilience and the ability to lead and manage teams of people and to delegate effectively.</li> <li>• Develop and sustain appropriate relationships, motivating and inspiring others.</li> <li>• Sets personal high standards and helps others to do the same.</li> <li>• Ability to maintain positive morale under pressure.</li> </ul>		A, I, R



## Application Procedure

Applications should be made by completing the application form in detail and by a letter of application of not more than two typed sides of A4 in length. CVs and Sheffield City Council application forms will not be considered.

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:

Julie Wilson via [jwilson@westfield-admin.co.uk](mailto:jwilson@westfield-admin.co.uk) and should arrive no later than 23:59 on Sunday 25 November 2018.

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.

The interview process will take place on Friday 30 November 2018 and details of the interview arrangements will be sent to all shortlisted candidates.

Potential candidates are welcome to visit the school and be given a tour. Please contact Julie Wilson to arrange this.

Please understand that we cannot acknowledge receipt of individual applications.





## Information about Westfield School



Westfield School is on the cusp of achieving great things. Over the last year leadership has been under Chorus Education Trust – an inclusive and aspirational local Trust that is drawing on the very best teaching and learning across South Yorkshire and Derbyshire. The school is due to formally join the Trust imminently.

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.

For more information please use our website or arrange a visit to Westfield before applying for this role: [www.westfield-chorustrust.org](http://www.westfield-chorustrust.org)





## Sixth Form

### SILVERDALE 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.

Silverdale's Sixth Form offers two-year courses to students who wish to continue their studies beyond Year 11. The aim is to construct, for all students, an individually designed course which offers the maximum career opportunities and meets the specific requirements of any Higher Education courses for which they may be aiming.

A wide range of A-level, BTEC and other Level 3 options are offered. A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, Extended Project Qualification (EPQ) & Volunteering.

Most of Silverdale Sixth Form's students go on to 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.

[www.silverdalesixthform.com](http://www.silverdalesixthform.com)

## 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:

- **D**eepen thinking.
- **R**ole model learning.
- **I**mpact on learning.
- **C**hallenge expectations.
- **E**ngage 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

### Key Stage 4

- **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.



## About Chorus Education Trust



Chorus Trust was founded on Silverdale School, an Ofsted-rated Outstanding school in the south west of Sheffield, that was recently named the Top State Secondary in the North.

### 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

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.

Visit our website at: [www.chorustrust.org](http://www.chorustrust.org)



## About 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.



We have also launched a unique national SCITT which brings together both the state and independent sectors to focus solely on training teachers of modern languages.

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.

The strategic board of the TSA is made up of partner head teachers and Sheffield Hallam University colleagues.



[www.sheffieldsa.org](http://www.sheffieldsa.org)

[www.nationalmodernlanguages.com](http://www.nationalmodernlanguages.com)

## You'll never want to leave

As part of Chorus Education Trust, you will be supported through every step of your career. Our well-established Teaching School, the Sheffield Teaching School Alliance, provides outstanding support and training, and has a strong track record of developing teachers at all levels.

As part of the Trust you will be able to take advantage of opportunities working with colleagues at other schools, as well as contribute to our ever-improving practice. When you are ready to take the next step in your career we are sure you will want to stay with us. With many local schools lined up to join Chorus, you will find that you can develop your career within our supportive team.