



# QUEEN'S PARK HIGH SCHOOL



## Post of: Art, Design & Technology Technician Application Pack

Permanent, Term Time only, (38 weeks per year) to start September 2024

18 hours per week Monday - Friday

Salary: Grade 3 SCP 2 – 4,

£22,366 - £23,114 (pro-rata £9,107.24 - £9,411.82)

Closing Date: Friday 5th July 2024

*Inspiring Individuals • Empowering Minds • Defining Futures*



# Contents



Our Vision.....	03
Headteacher's Welcome.....	04
About Us.....	05-10
The Department.....	11-12
Job Description.....	13-14
Person Specification.....	15
Application Process.....	16
Additional Information.....	17
Safeguarding.....	18
Our Senior Leadership Team.....	19
The Learning Trust.....	20-21





# 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.



“ Leaders and staff have high expectations of all pupils. ”  
Ofsted 2020



# Headteacher's Welcome

## POST

### Art, Design & Technology Technician

Thank you for your interest in this post. I would like to wish you a warm welcome to Queen's Park High School, an academy within The Learning Trust, beautifully located to the south of the River Dee in the heart of Chester. We work in partnership with Christleton High School, Chester International School (CIS) and Belgrave Primary School to serve young people, to educate, enlighten and give them the expertise and confidence to succeed. More information about The Learning Trust can be found at <https://www.tltrust.co.uk>

Our expectations in terms of achievement and behaviour are very high. If our students are to reach their full potential as responsible citizens, we believe there has to be a culture of mutual respect, honesty and understanding; a culture which is at the heart of our school community.

We have hard-working, committed and dedicated staff, who regularly go above and beyond to ensure that all our students enjoy their learning, feel safe and are able to achieve to their full potential.

In January 2020 we received our first full inspection as a new academy since our conversion back in 2017. We are extremely proud that we are now officially rated as a 'GOOD' school. Whilst we felt very strongly that this was the case, this judgement brings welcome recognition and validation of all the hard work which has taken place across the school over recent years.

Our school is brimming with the potential for future excellence. This is an exciting time to join Queen's Park High School as our journey of success includes a large growth in student numbers. The school has grown by 42% over the past 3 years, therefore I am looking for staff who want to join us during this exciting period of growth as we strive to become an 'outstanding' school. This is an exciting time for our Visual Art & Design (VAD) Curriculum Team with the introduction of Key Stage 5 Food Science and Nutrition.

I hope that this application pack gives you a flavour of the many qualities and strengths of our school. As a prospective member of staff, I hope you are interested in applying for this post. Please complete an application form, available to download from the vacancies page of our website, together with a supporting letter of no more than two sides of A4, explaining why you believe you are the right person for the job.

The deadline for receipt of applications is **9.00am on Friday 5th July 2024**

Please email your completed application to: [recruitment@qphs.co.uk](mailto:recruitment@qphs.co.uk)

**Interviews will take place w/c 8th July 2024.**

We look forward to welcoming you to Queen's Park High School.

  
**Tom Kearns**  
Headteacher





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.

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.



*“ The atmosphere in the school is calm and welcoming. ”*  
Ofsted 2020

## **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 enjoy coming to school. ”*  
Ofsted 2020

## Key Stage 3

In years 7 to 9 students are taught in ability sets in the core subjects of English and Maths, and in mixed ability groups in Science. They follow a broad and balanced curriculum including subjects such as: Art, Drama, Geography, History, ICT, Music, PE, RE, Spanish and Technology. These foundation subjects are taught in mixed ability sets to foster a sense of co-operation and collaboration between students. Cycles of learning and assessment points are carefully planned to ensure KS3 prepares students in the best way possible for the start of their GCSE courses. There is a well-developed and comprehensive guidance programme around option choices in Year 9. Students and parents are well informed, supported and consulted to ensure the right choices are made by each individual student to enable them to be successful in their GCSEs.

## Key Stage 4

In years 10 and 11 students have carefully completed their option choices. We offer a wide range of GCSE qualifications well suited to students' interests and aspirations. We offer all the EBacc subjects of: Geography, History, Computer Science, French and Spanish. This is in addition to the prescribed core curriculum of: English, English Literature, Maths, PE, RE and Science (including the option of separate GCSEs in Biology, Chemistry and Physics). Additionally students can choose from a wide range of other options, including: Art, 3D Design, Drama, Food Technology, Music, Photography, RE, Sports Studies and Triple Science. Students are taught in ability groups in core subjects.

## Key Stage 5

In years 12 and 13 the majority of our students choose to continue their studies here in the Sixth Form once they have completed Year 11. Alternatively we support students to move on to full time college places or to take up an apprenticeship within the local and surrounding area. We have a strong track record in preparing students for Higher Education and our Key Stage 5 curriculum offers a wide range of courses at Level 3 including traditional A Levels, alongside vocational BTEC courses in a variety of subjects. For further information about Queen's Park High School's Sixth Form, please visit our website or request a copy of our Sixth Form prospectus.

*“ Leaders want pupils to become well-rounded individuals who understand the wider world. ”*  
Ofsted 2020





# About Us

“ We learn a lot about working together in teams and challenging ourselves to do things we didn't always think we could. ”  
Ben, Year 8 Student

## 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, sculpture garden and art gallery. 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 in our art gallery.

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 and Popstars, The 90's Musical.

In addition, students from all years have the opportunity to experience the arts internationally with recent trips to Colombia, West Coast America and New York enriching our curriculum.





# About Us

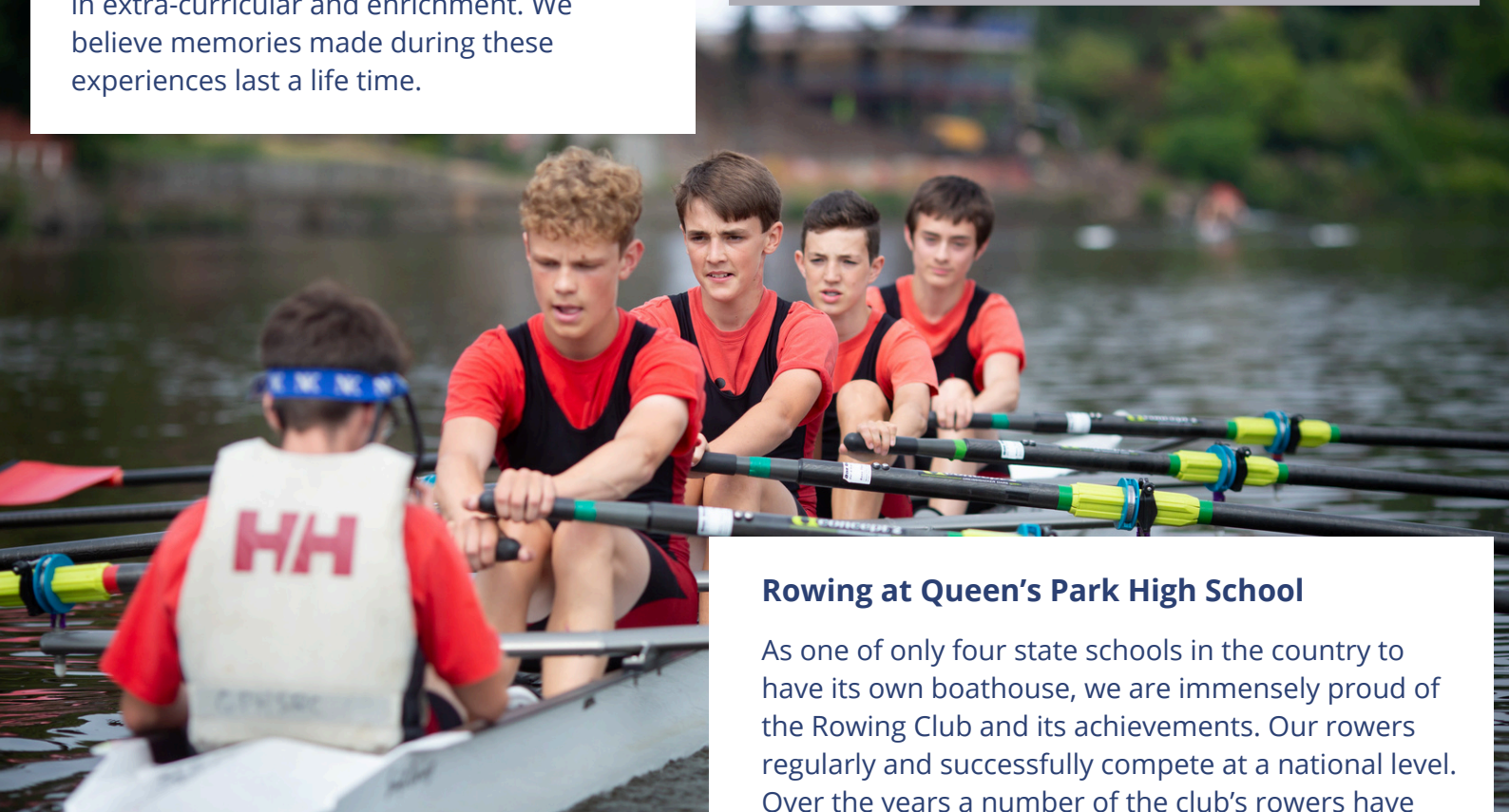
## Extra-Curricular

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 its own boathouse, we are immensely proud of the Rowing Club 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 2022 a former student became World GB Silver Medallist 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.

*“Pupils take part in many activities, which help to develop their confidence and resilience.”*  
Ofsted 2020



# About Us

## Our Staff

Our culture of continuous learning and development applies to our staff as well as our students. We have a highly effective CPD programme which 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.

“*There are many opportunities for professional development that are led by supportive leaders. There is an overwhelming sense of community spirit which runs through staff and students and this has helped me to settle in quickly and easily.*”

Emily, Teacher of Geography

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. As a result of this Queen's Park High School was announced winner of the Communication Award at the Trinity Mirror Cheshire Schools Awards.

All parents can access real time student data online through 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.



“ 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 newsletters:

<https://www.qphs.co.uk/newsletters>  
or follow us on social media:



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



@qphschester



@qphschester



QPHS Chester



# The Department

“ Behaviour is good ”  
Ofsted 2020

## Welcome from our Visual Arts and Design Team

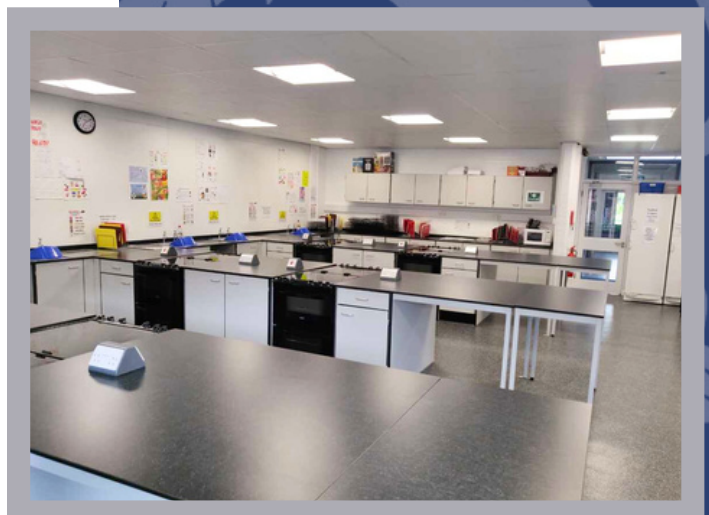
The Visual Arts and Design (VAD) Faculty at Queen's Park High School consists of a collaborative, supportive team of staff who strive to give our students the best opportunities to succeed in the visual arts, design technology and food technology. We seek to develop essential life skills through creative and problem-solving opportunities, to build positive relationships with students and enable them to succeed with the support of specialist practitioners in the classroom.

The team meet regularly to collaboratively plan and develop strategies to improve teaching and learning for all. The design technology department has been further developed over the past year with a new team forging a new curriculum which delivers a range of opportunities within Key Stage 3 in design technology and food. At Key Stage 4, we currently offer: AQA 3D Design, AQA Design and Technology and Eduqas Hospitality and Catering. At Key Stage 5 we offer AQA 3D Design and new from September 2024, Level 3 Food Science and Nutrition.

## Resources and Facilities

The design technology department is well resourced with a range of purpose-built workshops and a new food technology room. The department celebrates students' work with monthly achievement awards as well as an exhibition at the end of the school year in our art gallery.

The department is eager to promote trips linked to visual arts and design. These trips have run locally, nationally and abroad. Our art technician is a skilled artist/craftsman in his own right and supports our faculty with lesson and resource preparation.





# The Department



## Extra- Curricular and Enrichment

The Design Technology and Art Department run lunchtime and afterschool clubs. The clubs are open to both Key Stage 3 and Key Stage 4 and they are a great opportunity for students to complete independent project work with support, as necessary, from members of staff.

The Design Technology department have links to industry where Hospitality and Catering students have the opportunity to visit local restaurants and hotels to provide experience and awareness of future pathways. The department has also been involved in the weekly STEM Club. Planned for the future, are further visits to other design based industries, locally, nationally and abroad.

The department has taken an active role in the school's enrichment activities such as Masterchef. We have also worked with a school from Afghanistan to create a collaborative art piece for the British Council's 'International Rivers of the World' project, which aimed to connect classrooms in different schools across the world. This art work was exhibited along the banks of the River Thames outside the Tate Modern Gallery in London.





# Job Description



**Role:** Art, Design & Technology Technician  
**Responsible to:** Curriculum Team Leader

## CLOSING DATE

9.00am

Friday 5th July 2024

## Basic Job Purpose

- Support safe and secure learning and teaching using technical skills, knowledge and expertise and specific health and safety know-how.
- Work alongside our current technician across the Visual Arts and Design (VAD) faculty, supporting the Curriculum Team Leader, staff and students.
- Provide active support to the delivery of the VAD curriculum, which includes Food Technology, 3D Design, Art and Photography.
- Maintain safe and clean working environments in VAD, including organising the maintenance and repair of equipment and preparing resources.
- Maintain high levels of food hygiene within the food technology kitchen in line with food safety regulations.

## Key Tasks

- Prepare resources needed in DT and Art for the delivery of the curriculum.
- Prepare, test, trial, organise and deploy materials, resources, tools and equipment.
- Assist teachers, other technicians and school staff with technical aspects which support teaching and learning.
- Prepare relevant teaching and learning facilities and to ensure that such facilities are safe and secure for use by students and teachers.
- Work with students individually or in small groups to support, help and supervise their work. To respond to queries and supply information and advice (these responsibilities to be carried out under the supervision of the teacher).
- Contribute to risk assessments.
- Carry out an agreed programme of scheduled routine maintenance to tools, machinery, equipment, systems and procedures and carry out any minor repairs.
- Carry out an agreed scheduled and recorded programme of safety checks on resources, equipment and materials – reporting issues to the line manager where relevant.
- Administer first aid in the relevant department/faculty (after relevant training) and to administer a range of emergency procedures in the event of emergency, accident or other unforeseen circumstances.
- Clean up specialist tools, equipment, materials and resources and to make sure that teaching and learning facilities are clean and safe for use. To dispose of waste safely. Note: Whilst technicians do not substitute for school cleaners, non-specialist cleaners cannot be expected to safely clean up (potentially) dangerous materials and equipment.
- Be responsible for the storage and security of resources, tools, materials, work and consumables
- Help with ordering and purchase in accordance with the financial procedures of the school to ensure that adequate supplies are maintained.
- Be responsible for receipt and delivery of resources, tools materials, equipment and consumables and for their safe movement around the facilities of the school.
- Use and develop ICT skills to support the administrative requirements of the post.
- Complete school-based induction and any subsequent training required to improve performance.
- Carry out the regular audit and maintain an up-to-date inventory using the agreed recording procedures of the school.

## Health & Safety

- Avoid actions that could threaten the health or safety of themselves, other employees, students, customers or members of the public.
- Keep up-to-date with current procedures and practices through continuing professional development.
- Safe treatment and disposal of used materials, including hazardous substances and responding to actual or potential hazards.
- Healthy and safe storage and accessibility of equipment and materials.
- Take appropriate action to identify, evaluate and minimise any risks to health, safety and security in the immediate working environment.
- Implement and develop common awareness of best practice health and safety procedures amongst students and staff in the facilities used for teaching and learning.
- To implement agreed safety and security procedures covering: Materials and resources, Tools and equipment, Access to facilities.

## Additional duties

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





# Person Specification



Criteria	Qualities	
Qualifications	<ul style="list-style-type: none"> <li>GCSE (grade 4 or above) in English and Mathematics</li> </ul>	Desirable
Experience	<ul style="list-style-type: none"> <li>A DT background with knowledge of working with food, resistant materials, including textiles, or an Art and Design background with an understanding of fine art and sculpture</li> </ul>	Desirable
Job Related Knowledge	<ul style="list-style-type: none"> <li>Knowledge of workshop tools and machinery and confidence working with and preparing different materials</li> <li>An understanding of specific technical health, safety and security issues in schools</li> <li>Ability to implement the practical tasks associated with preparing and disposing of chemicals</li> <li>An awareness of health and safety issues relating to DT and Art and an ability to carry out basic health and safety checks, tests and maintenance, including those of workshop tools, kitchen implements, machinery, craft and design equipment</li> <li>Ability to help with supervision of students</li> <li>Willingness to undertake training to enable to upkeep and maintenance and safe running of the DT workshops</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Specific knowledge relevant to the DT and Art curriculum</li> <li>An awareness of CLEAPSS and/or COSHH regulation</li> <li>An understanding of specific technical health, safety and security issues in schools</li> </ul>	Desirable
Skills and Aptitudes	<ul style="list-style-type: none"> <li>Ability to organise workload, prioritise tasks and meet deadlines</li> <li>Ability to work independently and support the work of the team</li> <li>Ability to be flexible and respond effectively to the 'unexpected'</li> <li>Effective communication/interaction with adults and young people</li> <li>Awareness of sensitive information and the need for confidentiality</li> <li>Ability to support teachers in the setting up and clearing up of DT &amp; Art rooms</li> <li>Willingness to take on or try new approaches &amp; ideas</li> <li>Competent in use of Microsoft Office software.</li> <li>Excellent time management</li> <li>High level of organisation</li> <li>Good sense of humour</li> </ul>	Essential
Additional Requirement	<ul style="list-style-type: none"> <li>Excellent attendance and punctuality</li> </ul>	Essential

# 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.



Our preferred method of receipt is by email to:

**[recruitment@qphs.co.uk](mailto:recruitment@qphs.co.uk)** or  
**[a.nancollas@qphs.co.uk](mailto:a.nancollas@qphs.co.uk)**

Alternatively, applications can be posted  
FAO:

Mrs A Nancollas  
HR Officer  
Queen's Park High School  
Queens Park  
Chester CH4 7AE

Please endorse the envelope:  
**'Art, Design & Technology Technician'**

Interviews will take place:  
**w/c 8th July 2024**

**CLOSING DATE for applications:** 9.00am on Friday 5th July 2024



# 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.

## 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 downloaded here:  
<https://www.qphs.co.uk/attachments/download.asp?file=1603&type=pdf>



# Our Senior Leadership Team



Tom Kearns  
Headteacher



Tom Gregory  
Deputy Headteacher IC  
Quality of Education



Matt Yeoman  
Assistant Headteacher  
IC Character & Culture



Dave Helsby  
Director of IT (TLT)



Zoe Williams  
Safeguarding Lead



Lisa Phillips  
Assistant Headteacher  
IC T&L/ Literacy



Ashley Jones  
Assistant Headteacher  
IC Data & Assessment



Jill Cutler  
SLT secondment  
Behaviour & Attendance

We look forward to welcoming you to Queen's Park High School

**Queen's Park High School** is a 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.

To read more about The Learning Trust, please visit: <https://www.tltrust.co.uk/>



**1. Students are always first** - the prime consideration in all decisions will be the best interests and educational outcomes of current and prospective students.

**2. Mutual benefit** - the interests of the Trust will always be combined with the interests of individual schools, seeking the very best and co-operating to share resources and success.

**3. Inclusivity** - the Trust will welcome students of all backgrounds and abilities.

**4. Freedom to innovate and make decisions** - optimum delegation to local Governing Bodies and individual schools commensurate with the Trust's statutory responsibilities and efficiency.

**5. Excellence and learning** - every student will be supported and challenged to achieve their potential. All adults employed by and associated with the Trust will have and exhibit a 'learning mindset'.

**6. Partnership** - the Trust will continually seek to work in partnership to achieve better outcomes for current and prospective students, and to improve education in the area.

**7. Fairness** - all students and staff will be treated with fairness and parity whilst encouraging diversity and identity.

**8. Integrity** - all those associated with the Trust will act with kindness, courtesy and integrity, in accordance with both school and Trust ideals and values.



**Darran Jones**  
Chief Executive  
Officer



**Euan Imrie,**  
Chair of  
Trustees





## QUEEN'S PARK HIGH SCHOOL

*I would like to wish you a very warm welcome to Queen's Park High School, a smaller than average 11-18 school, beautifully located to the south of the River Dee, in the heart of Chester. My name is Tom Kearns and I have the privilege of inheriting the outstanding legacy of left by Miss Watterson, the previous headteacher. 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!*

**Tom Kearns, Headteacher**



## 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, Interim Headteacher**



## 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.*

**Katrina Brown, 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**