



About the Laurus Trust

Teaching Staff

Message from the CEO



Dear Applicant,

Thank you for your interest in this post. We hope the information that follows helps you to gain an insight into the essence and heart of our organisation.

We are a Multi-Academy Trust with a vision for everyone, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

The opportunities for learning and development for both teaching and support staff are such that there has never been a more exciting time to join our ambitious and growing organisation.

Cheadle Hulme High School is the founder school for the Laurus Trust. At all our schools across the Trust we place great importance on our core purpose of teaching and learning and on supporting our students in developing the knowledge, attitudes, skills and habits which will enable them to flourish and succeed. This ethos was recognised in our Ofsted inspection in December 2014 which deemed CHHS an outstanding school: "The headteacher, senior leaders and governing body work with passion and a shared vision and determination for all students at the school to excel at all levels. There is an established ethos of high expectations and aspirations for all."

We work hard to ensure that every member of our school community has access to a rich and diverse range of opportunities and professional development. We proactively support flexible working. We pride ourselves on the good relationships that exist at all levels and which are based on trust, openness, teamwork and respect.

We think that the following quote from our Ofsted report says it all: "In our school there is a 'buzz' and enthusiasm about the place and laughter is valued. People are curious and keen to try out new ideas. There is a strong sense of optimism and pride in the school's successes."

We are very proud of our schools and our Trust and are excited about our future. We welcome interest from forward-thinking, motivated and hard-working individuals who wish to share in our success and we look forward to receiving your application.

Linda Magrath

Chief Executive of the Laurus Trust

Laurus Trust schools

The [Laurus Trust](#) currently comprises eight schools:

[Cheadle Hulme High School](#) (CHHS - an 11-18 high school and the Trust founder school)

[Gorseley Bank Primary School](#) (GBPS - joined the Trust in 2016)

[Laurus Cheadle Hulme](#) (LCH - an 11-16 high school which opened in Stockport in Sept 2018)

[Laurus Ryecroft](#) (LR - an 11-18 high school which opened in Tameside in Sept 2018)

[Cheadle Hulme Primary School](#) (CHPS - which opened in Stockport in Sept 2018)

[Didsbury High School](#) (DHS - an 11-18 high school which opened in Manchester in Sept 2019)

[Hazel Grove High School](#) (HGHS - an 11-18 high school joined the Trust in 2019)

[Woodford Primary School](#) (which is opening in Sept 2022)

The three Free Schools, LCH, LR and CHPS, were all oversubscribed from their first cohorts in 2018. They currently have an intake of Year 7 - 10 in the secondary schools and Nursery to Year 3 in CHPS. Our 11-18 high school in Didsbury, Manchester, has an intake of Year 7 - 9. We have also been approved to open an 80-place Alternative Provision School in Stockport – Laurus Grace is planned to open in early 2024. We will also be opening three Sixth Forms in September 2023.



The Laurus Vision

'For everyone, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.'

Realising the vision: Culture

To achieve our vision our culture is founded on the following principles;

Unashamedly Academic - we place a strong emphasis on student attainment and the development of powerful knowledge through our curriculum structure. Professional learning for our staff is at the heart of our organisational culture: it is the bedrock of what we do and what we stand for.

Unapologetically Aspirational - we focus on a culture of universally high expectations and ambition in all our schools.

Uncompromising Standards - we constantly strive for excellence in every domain in every aspect of what we do.



Realising the vision: Academic Success



'If you don't want to pay, pray or sit an entrance exam, the first non-faith, non-selective school in the regional rankings is Cheadle Hulme High School' - Alastair McCall, Sunday Times Parent Power Schools Guide 2019.

In the 2019 Progress 8 Headline measure CHHS came in the top 3% of schools nationally with a figure of +0.75. CHHS, where 2019 results saw 67% of GCSE students achieve the gold standard of 9-5 in English and Maths, and A-Level results saw 74% of all grades at A*-B with students gaining straight A/A* grades. In 2019 the progress of our disadvantaged students was

Progress 8 +0.28, the national figure is -0.44. Our disadvantaged students make more progress than their non-disadvantaged peers nationally. In 2020 70% of our Year 13 students progressed to study at one of the top 30 most selective universities. In 2021, 90% of students progressed to university with 72% studying at one of the prestigious Russell group universities.

We are delighted that CHHS has been named as one of the UK's top-performing schools in The Sunday Times, ranking as the 15th non-denominational comprehensive school in Manchester and the North West in the annual Parent Power Survey for 2022.

Gorsey Bank Primary School in Wimslow is a high-performing, two-form entry primary school. It is always oversubscribed with a reputation for hard work and success. The 420-pupil school is in the top 2% of schools nationally. It is one of the top five schools in Cheshire East for 2019 combined reading, writing and maths KS2 results. It is the best state primary school in Wilslow for reaching both the expected and the higher standard in reading, writing and maths.



'Results that would make any school, state or independent, proud' - Alastair McCall.

Realising the vision: Preparing for Academic Success



Our Optimates programme nurtures academically able students and prepares them ultimately for entry to the most ambitious degree courses at the UK's leading universities. Starting in Year 7, we provide a wide menu of experiences designed to allow students to develop the confidence, critical thinking skills and flexibility of thought essential for successful application to the most competitive institutions and programmes. In addition, we have the Laurus Scholars' Programme which aims to nurture the academic potential of Year 7 and Year 10 students while raising their awareness of study beyond

school and college. The programme actively recruits pupil premium students and students attend workshops in Psychology, History of Art or Classics.

Realising the vision: Beyond the Classroom

The key belief at Laurus is that the all-round educational attainment of students is substantially aided by their participation in a whole range of activities, not just classroom-based academic ones. These activities really inspire and motivate our students.

Donations from the Law Family Charitable Foundation empowers the Law Family Education Trust to enable our students and pupils to have the same access to high quality enrichment as offered by private schools. Each Laurus school offers a wide programme of activities (Electives) which take place during the school day or in after-school clubs. Some are led by Trust-wide directors and consultants. Patsy Rodenburg, OBE, is Head of Voice at the Guildhall School of Music and Drama and a Director of the Royal Shakespeare Company and works with the Trust as a consultant for the delivery of the Cicero Curriculum which trains students in oracy, discourse and rhetoric.



The Arts have a high profile across the Trust and students are encouraged to join in a variety of dramatic and musical activities. The Duke of Edinburgh Award is very popular and all students have opportunities to take on leadership roles through their Houses, forms or as Subject Ambassadors.

Elite Pathway

At the Laurus Trust, we are passionate about helping our students to excel in sporting endeavours by providing sporting opportunities that are not normally found in state education. We want to open the doors to sports that our students may have never been able to access before or activities which they have never considered trying. There is a real emphasis on participation and wanting our students to push themselves out of their comfort zone.

The Laurus Trust ELITE Pathway provides the guidance for aspirational athletes to achieve their academic potential and sporting dreams. Students will develop a holistic understanding of the contributing factors of elite sport, which include balancing the demands of sporting excellence and academic success. We will work with key partners who will support the creation of the invaluable experience of living, training and learning like a professional student-athlete.



The Laurus Trust is the first ever educational trust ever to be partnered with the world-renowned Loughborough University. Schools in the Laurus Trust already have a strong reputation for being unashamedly academic, and having uncompromising standards. Through our partnership with Loughborough University we now intend to replicate our academic success in sporting stadia.

Realising the vision: Our Ethos

From Nursery through to Sixth Form we strive to provide the best all-round educational experience. We want to develop the Knowledge, Attitudes, Skills and Habits (KASH) and personal qualities which will allow students ongoing success. Our academic and co-curricular offer is built around the framework of four Cornerstones.

Academic Aspiration

Our vision is for all our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Leadership & Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, while emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and encourage students from all backgrounds to take on roles of responsibility and engage in school and House activities. By the time they leave us, we want each student to have that true sense of self-worth which will enable them to make wise choices, stand up for what is right and what they believe in and in doing so, be of value to society.

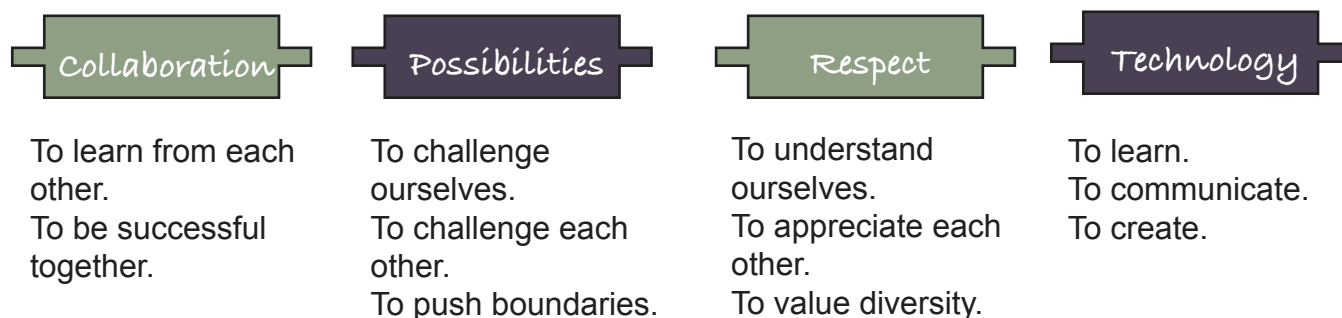
Competition & Physical Endeavour

We believe that physical activity and competition, both inter and intra school, are vital to the holistic development of young people, fostering their physical, social and emotional health. We want our students to approach competition with optimism and vitality; to relish the opportunity to demonstrate determination, creativity and perseverance in order to overcome challenges; to understand that hard work and commitment lead to a greater chance of success and that obstacles are temporary but achievement lasts for a lifetime.

Culture, Creativity & Rhetoric

Alongside our high aspirations for academic success, we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in art, music and drama. We want our students to appreciate that great writing gives us access to ideas which challenge our thinking; that the power of language gives us the opportunity to make our voice heard and present our own ideas with courage, conviction and impact; that the Arts open up worlds which we might not otherwise inhabit. We will ensure that students from all backgrounds are able to discover new talents and develop existing ones.

In the Primary phase, the Cornerstones translate into four 'Curriculum Drivers' - elements of our Enrichment Curriculum which develop the skills and values in our pupils to allow them to succeed in life.



Realising the Vision: Further Professional Learning

An important aspect of the culture across the Trust is the principle that we are all learners. We believe the best educators are the best learners. All teachers should be striving to improve, in order to provide a better education for students. Great teachers are fascinated with the process of learning. We provide significant amounts of professional learning opportunities for support staff too.

The Laurus Institute

Professional Learning is at the heart of our organisational culture: it is the bedrock of what we do and what we stand for. Under the banner of the Laurus Institute, we provide a comprehensive offer of externally accredited and in-house Professional Learning opportunities for all staff and at every stage of their career.



From Apprenticeships and Masters/Doctoral degrees to National Professional Qualifications and 10 Year Career Plans, we invest a considerable amount of time, effort and money in developing our staff, governors and trustees because we understand that our people are our greatest asset.

Altius Teacher Training

Altius is our Teacher Training entity and specialises in school-centred initial teaching training (SCITT) and was awarded Outstanding in all areas by Ofsted in November 2017. We offer Primary and Secondary PGCE programmes.

We also provide high quality support for a number of schools. The Teaching School currently has 49 Specialist Leaders of Education who support other schools and deliver Continuing Professional Development and Pedagogy to our Associate Teachers. We aim to ensure all our teachers are research-literate and we offer an in house Masters degree in education, subsidised through the Trust.

Action Research Communities (ARC)

Action research is inquiry-based learning carried out by professionals within the school community. Research and Development has huge potential to make a difference for shaping the educational future of our schools. Action Research Communities are groups of teachers coming together to develop their understanding and research a particular aspect of classroom practice. They conduct research as a team throughout the academic year.

Further Professional Learning (FPL)

Further Professional Learning sessions will take place at points throughout the academic year. The primary focus of these meetings is to enable interested staff to stay up to date and discuss current classroom practice. A few sessions will cover some of the wider work that takes place within school.

In many Laurus schools these sessions take place in the morning. They are an opportunity to discuss current best practice. Each session can be seen as a 'think pieces' - an introduction to a particular area of work or strategy.

National Professional Qualifications

National Professional Qualifications, beginning 2021 National professional qualifications (NPQs) are a national, voluntary suite of qualifications designed to support the professional development of teachers and school leaders. They are trusted, transferable qualifications that equip teachers with the expertise to lead sustainable improvement across their schools. While respected across the sector, there is room for NPQs to keep getting better. There are three new NPQs which are specialist qualifications:

- * NPQ for Leading Teaching (NPQLT).
- * NPQ for Leading Behaviour and Culture (NPQLBC).
- * NPQ for Leading Teacher Development (NPQLTD).

The national professional qualification for middle leaders (NPQML) has been discontinued. The content in the remaining NPQs (NPQSL, NPQH and NPQEL) has been adapted based on an evidence base approved by the Education Endowment Foundation (EEF).

NPQLT (Leading Teaching)

Who is it for?	Programme Content	How long is it?
<ul style="list-style-type: none">Teachers who may have a responsibility for leading teaching in a subject, key stage, or phaseML or SL	<ul style="list-style-type: none">Culture and LearningAssessmentInstructionSubject and CurriculumAdapting TeachingPD/Implementation	<ul style="list-style-type: none">12 monthsNovember start date

NPQLBC (Leading Behaviour and Culture)

Who is it for?	Programme Content	How long is it?
<ul style="list-style-type: none">For teachers who may have a responsibility for leading behaviour and/or supporting student wellbeing in schoolML or SL	<ul style="list-style-type: none">CultureEnabling ConditionsTeachingComplex NeedsPDImplementation	<ul style="list-style-type: none">12 monthsNovember start date

NPQLTD (Leading Teacher Development)

Who is it for?	Programme Content	How long is it?
<ul style="list-style-type: none">For teachers who may have responsibility for leading the development of other teachers in their school.ML or SL	<ul style="list-style-type: none">TeachingEnabling ConditionsTeacher LearningThe what and the howImplementationInsight and Behaviour	<ul style="list-style-type: none">12 monthsNovember start date

NPQSL (Senior Leadership)

Who is it for?	Programme Content	How long is it?
<ul style="list-style-type: none">For leaders that are, or aspiring to be, a senior leader with whole-school responsibilityML or SL	<ul style="list-style-type: none">ImplementationCultureTeaching and BehaviourPDSENDCurriculum and AssessmentWorking in PartnershipOrganisational ManagementGovernance and accountability	<ul style="list-style-type: none">18 monthsNovember start date

NPQSL (Senior Leadership)

Who is it for?	Programme Content	How long is it?
<ul style="list-style-type: none">For leaders that are, or aspiring to be, a senior leader with whole-school responsibilityML or SL	<ul style="list-style-type: none">ImplementationCultureTeaching and BehaviourPDSENDCurriculum and AssessmentWorking in PartnershipOrganisational ManagementGovernance and accountability	<ul style="list-style-type: none">18 monthsNovember start date

NPQEL (Executive Leaders)

Who is it for?	Programme Content	How long is it?
<ul style="list-style-type: none">For leaders that are, or are aspiring to be, an executive headteacher or a MAT CEO with responsibility for a number of schools.	<ul style="list-style-type: none">ImplementationCultureTeaching and BehaviourPDSENDCurriculum and AssessmentWorking in PartnershipOrganisational ManagementGovernance and accountability	<ul style="list-style-type: none">18 monthsNovember start date

National Award for SEN Coordination (NASENCO) – HEI Partnership

The National Award for SEN Coordination remains a mandatory requirement for newly appointed SENCos from 2008. Experienced SENCos and aspirant SENCos with appropriate experience and access to working with the SEND leadership at a strategic level can apply.

The Laurus Trust Masters Programme

One of the biggest factors in classroom experience and outcomes is the professional knowledge and skill of the teacher. Continuing to think about classroom practice and the purpose of education is a key element of the professional practice of all teachers in the Trust. The Masters Programme is a move to ensure our teachers are not passive recipients of doctrine but actively engage with relevant educational research concepts. All participants apply to the course as this is a significant additional burden on their own time. The most common route is structured into thirds and is designed to dovetail with our ITE provision.

Doctor of Education (EdD) – HEI Partnership

This programme is for practitioners from a range of contexts who want to study for a doctoral level award that is professionally focused.

And finally...

Applying for a position within the Laurus Trust means you are applying to teach, or to help the teaching of, children in a successful, growing and forward-thinking organisation. We highly value each and every employee and we are as proud of our focus on professional support and development as we are of our Ofsted-outstanding reputation.

We hope you have found this document helpful and informative, however if you'd like to request further information, arrange a visit to one of our schools, or to discuss a vacancy in more detail, please don't hesitate to contact the HR team on 0161 549 7000 or via e-mail at recruitment@laurustrust.co.uk

Best of luck with your application.

The Laurus Trust

Reasons to work in a Laurus Trust School

Employee Benefits

We have a wide range of employee benefits available to all our staff as a way to attract and retain and contribute towards improving well-being. We are always looking at ways in which we can improve our offering to ensure the benefits are valued by our staff.

Pension

An employee earning more than £10,000 and who is more than 22 years of age will automatically be enrolled into one of our workplace pension schemes with excellent employer contributions.

Enhanced Family Leave

Enhanced family leave is available to support our staff with family commitments and their work-life balance.

Pastoral System

An established Pastoral System led by non-teaching Heads of Year, Pastoral Managers and Welfare Assistants is in place with a fully embedded Behaviour Policy and rewards system.

Priority School Places

If you would like your child to attend a Laurus Trust school, we offer staff priority in the school admissions process, subject to eligibility and availability.

Working Flexibly

A pro-active approach to supporting flexible working.

Subsidised Nursery Places

Cheadle Hulme Nursery offers a discount on fees for parents who are employed by the Laurus Trust and who use 30 or more nursery hours per week.

Mental Health First Aiders

The Trust has made a commitment for every school to have a trained Mental Health First Aider.

Subsidised Gym Membership

All staff can use the fitness suites at Club Cheadle Hulme, Hazel Grove Sports Centre, Club Ryecroft and Club Didsbury for free in the morning before school and receive subsidised gym membership for out of school hours.

Cross Phase Working

There are opportunities for cross-phase working from EYFS to Sixth Form including our Alternative Provision.

Career Plan

A 10-year career plan.

Masters in Education

A subsidised in-house Masters Degree Programme.

National Professional Qualifications

Access to nationally recognised qualifications to develop leadership skills.

ECT Benefits

ECT benefits include a Professional Learning Programme, guidance from RQTs and tailored support with dedicated mentors for induction and curriculum.

Exemplary Student Attitudes

An exceptionally positive and rewarding working environment with exemplary student attitudes to learning, developed through consistent behaviour management.

Specialist Support Staff

A dedicated and specialist support staff network.

Staff Development Programmes

With 'whatever it takes' at the heart of everything we do, the Trust is committed to ensuring all staff have the skills and knowledge required to be successful in their role. We recognise the need therefore to invest in staff development programmes with structured professional learning, providing opportunities to learn about the latest developments in research and pedagogy.

Health Promotion Initiatives

The Trust recognises that wellbeing and performance are closely linked and therefore improving an employees' ability to handle pressure and balance work with home life will ultimately lead to improved individual and schools' performance and benefit the education of the students. With this in mind, a wide range of health promotion Initiatives have been organised for staff to access.

Cycle Loan Scheme

As an alternative to the Cycle2Work scheme, we also have the Cycle Loan Scheme where a small number of Specialized mountain bikes can be loaned (subject to availability) to encourage staff to cycle to and from work.

Flu Jabs

Annual flu jabs are available.

Cycle2Work Scheme

The Trust offers a Cycle2Work Scheme - this is a government backed scheme where employees can pay for a bike through a salary sacrifice scheme. Subject to eligibility*.

Employee Assistance Programme

The Trust is now working in partnership with Education Support to offer all staff an Employee Assistance Programme (EAP), a powerful resource helping managers and staff through the provision of counselling, advice and referral on a wide variety of work and personal issues.

The Laurus Trust and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act 2002, we expect all staff and volunteers to share this commitment.

The Laurus Trust is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome and encourage applications from all individuals regardless of individual background or circumstance.