



# Sutton Coldfield Grammar School for Girls

## Application Pack for Assistant Head of Sixth Form

Start date: **September 2026**

Closing date for applications: **9.30 am on Monday 2nd March 2026**

Interview date: **Friday 6th March 2026**

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Permanent Post, Full-time

Salary Range: Teachers' Main Pay Range or Upper Pay Range  
plus TLR 2B (£5,871)

Jockey Road, Sutton Coldfield, West Midlands, B73 5PT

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Dear colleague,

Thank you for your interest in the post of Assistant Head of Sixth Form at Sutton Coldfield Grammar School for Girls. We are seeking to appoint an organised and proactive team player to join our successful sixth form team. The successful applicant will lead the support and development of students' academic and personal progress across a Year 12 or 13 cohort, promote the highest standards of student behaviour, and instigate strategies to support the welfare and wellbeing of students. The post is open to enthusiastic, talented teachers, dedicated to providing excellent student development through the role of Form Tutor or other additional responsibilities. We do not have preference for a particular teaching subject area and will provide the appropriate support and training for the successful candidate.

Our sixth form team is comprised of our Assistant Headteacher: Head of Sixth Form, two Assistant Heads of Sixth Form (Heads of Year 12 and 13), supported by our Sixth Form Administrator and teaching staff with additional responsibilities including UCAS Early Applications and EPQ. There are over 1200 students in the school, including 336 students in our sixth form comprised of a mixture of students who were with us in Year 11 at Sutton Girls and others who joined at the start of Year 12.

Ranked as one of the top 50 best state secondary school nationally by the recent Sunday Times Parent Power Survey, we take pride in offering students an inspirational environment. We provide high quality teaching and learning, strong pastoral support and a wide range of extra-curricular opportunities within a caring environment that values character development and wellbeing. Our students are highly motivated, have a thirst for knowledge and a desire to learn. Whilst we have a long history of excellent GCSE and A-level results, we provide students with so much more than mastery of examination syllabuses; we have a wide ranging and inspiring super-curricular and enrichment options. Year on year, students are successful in securing offers from the universities of Oxford and Cambridge, as well as progressing to study Medicine, Dentistry and Veterinary Science or being accepted onto apprenticeship schemes. Our vision is for all students to have a love of learning, a positive and resilient approach with a strong sense of community. Every individual will be encouraged to be aspirational, prepared for their future and inspired to make a difference.

Our culture is one which celebrates the diversity of the school's intake and through the assembly, tutor time and Personal Development programme we build an understanding, kind and respectful ethos. Our wide variety of extra-curricular activities enable students to develop their existing skills, discover new ones and broaden their horizons. There are numerous opportunities including sport, music, drama, DofE, STEM, various student led clubs and many residential trips, including CERN, World Challenge expeditions to Tanzania and ski trips to Canada.

Our students are drawn from across the city of Birmingham, with many travelling long distances to be a part of Sutton Girls. These are exciting times for the school; we have fantastic results, and we continue to reflect on ways we can improve and support students to make further progress and realise their ambitions.

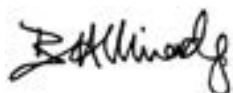
	<b>GCSE Grades 9/8</b>	<b>GCSE Grades 9/7</b>	<b>Progress 8</b>	<b>A-Level Grades A*/ A</b>	<b>A-Level Grades A*/ B</b>
<b>August 2025</b>	65%	83%	N/A	53%	77%
<b>August 2024</b>	66%	86%	1.05	51%	73%

We are embedding a culture of development across the whole staff. There is a wide variety of CPD that colleagues can opt into, teaching and learning sessions are included in all staff meetings, and these are led by a variety of colleagues. We are informed by educational research; this year we are focussed on adaptive teaching strategies, increasing student engagement and participation by developing our questioning, using positive language and modelling constructive responses to mistakes. We are continuing to refine our approach to assessment, monitoring and intervention which includes VESPA mentoring in the Sixth Form. Growth mindset strategies and character development are central to our day-to-day activities as we continue to enhance our practices whilst maintaining staff and student well-being.

Please visit our [website](#) to find out more about life in our Sixth Form and discover the opportunities we offer. This link to [our Autumn 2 newsletter](#) gives you a flavour of what has been happening in school recently. Having joined Sutton Girls in September 2017, I can testify to the fantastic support offered to new staff, with the formal induction programme and buddy system alongside the daily informal help readily offered by colleagues to each other.

Thank you for taking the time to consider Sutton Coldfield Grammar School for Girls; we look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'B Minards', written in a cursive style.

Dr B. Minards  
Headteacher



## Job Description - Assistant Head of Sixth Form

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**Responsible to:** Assistant Headteacher: Head of Sixth Form

### Job Purpose

- To lead the support and development of students' academic and personal progress across a year group. Liaise with parents/carers, celebrate achievement and, where needed, instigate support strategies, promoting the welfare and wellbeing of students and the highest standards of student behaviour, conduct and attitudes.
- To support sixth form students to develop their growth mindset, embed VESPA strategies and provide guidance with decision making for the next steps in their career pathways.

### Leadership and management

- Empower form tutors: Lead and manage a team of form tutors to ensure consistent excellent practice; ensure that the appropriate provision is in place when tutors in the year group are absent; provide update with year group issues and lead a weekly pastoral briefing for your team of form tutors as part of directed time.
- Respond to data provided by the Data Manager to monitor the progress of students in the year group. Use this to celebrate student successes and ensure support as necessary. Promote positive reinforcement, such as regular rewards assemblies, contact home and celebration events.
- Promote the highest standards of student behaviour, conduct and attitudes.
- Promote the welfare and wellbeing of students in the year group.
- Liaise with support staff to signpost students to support paths and maintain records / information in line with school policies.
- Work with the SLT Link for Personal Development and Careers Lead, to support Unifrog and the development of the PD programme for the year group. Liaise with other Year Heads and Form Tutors with regards to PD, in order to share good practice.
- Work effectively with the SENDCo and support staff to ensure SEND strategies are consistently implemented, attending meetings as necessary.
- Ensure that Form Tutors and the SLT Link are kept informed of issues regarding the year group.
- Contribute to whole school self-review and the school development plan as appropriate.
- Take an active role in shaping and contributing to whole-school training opportunities.
- Lead regular assemblies for the year group.

### Student guidance, behaviour and support

- Actively participate in pastoral team meetings to develop personalised interventions for students to develop aspects of their character e.g. resilience, self-esteem, courage.
- Support consistency in the application of the Sixth Form Code of Conduct, promoting the highest standards of student behaviour, conduct, attitudes, attendance and punctuality.
- Develop pastoral support plans for identified students.
- Work with the Assistant Headteacher: Head of Sixth Form to develop and follow the Sixth Form VESPA intervention programme, offering support and tracking the impact of intervention(s).
- Liaise with external agencies as appropriate under the guidance of the Deputy Headteacher: Student and Staff Development and/or SENCO.
- Liaise with the DSL Team on child protection matters.
- Prevent bullying and support victims of bullying in line with school policy and procedures.
- Respond speedily to parental communication and meet with parents/carers when necessary.
- Maintain accurate summaries of communications regarding students





## Job Description - Assistant Head of Sixth Form

### Additional Duties: as a member of the Sixth Form Leadership Team:

- Support the Assistant Headteacher: Head of Sixth Form in enhancing the recruitment and retention of sixth form students through the organisation of marketing events and other opportunities to inform, promote and celebrate our sixth form offer.
- Lead the transition programme or UCAS programme as relevant to the year group with support from the Assistant Headteacher: Head of Sixth Form and offer support to the other programme.
- Contribute to Induction Day/Information Evening activities, planning and delivering year group specific parent events as appropriate.
- Manage and/or support school events lead by the sixth form.
- Attend and support GCSE and A level results days, helping students understand their results and make informed decisions about next steps.
- Develop the Sixth Form student leadership by working with the Assistant Headteacher: Personal Development and Careers Lead.
- Liaise with external agencies as appropriate under the guidance of the Assistant Headteacher: Head of Years 7 to 11 to develop opportunities for students to support mental health.
- Support work experience in Year 12 and post-18 applications, including the UCAS process, apprenticeships and work with the Early Entry University Applications Coordinator.

### General

- Promote the agreed vision and aims of the school and set an example of personal integrity and professionalism.
- As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.
- This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher/Manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.



## Person Specification - Assistant Head of Sixth Form

	Essential Criteria	Desirable Criteria
Qualifications & CPD	<ul style="list-style-type: none"> <li>• Good honours degree in a relevant subject area and a love of the subject.</li> <li>• Qualified teacher status (and NQT/ ECT induction successfully completed), with success in teaching to A level standard.</li> <li>• Evidence of continued professional development.</li> <li>• Clear responsibility for own CPD.</li> <li>• Evidence of recent relevant professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of subject-specific and pedagogical CPD and its application to classroom practice.</li> <li>• Evidence of Pastoral/student support and/or middle leadership CPD.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful teaching record: An excellent classroom teacher, who uses adaptive teaching strategies and effective feedback to engage every student and support the needs of all learners.</li> <li>• Secure subject knowledge in their specialist subject with the ability to teach from KS3 through to KS5.</li> <li>• Experience of being either a sixth form tutor or a tutor in a vertical system including Year 12 and 13 students</li> <li>• Experience of, or willingness to learn and use, Microsoft Teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a pastoral role with year group wide responsibilities.</li> </ul>
Personal Qualities & Skills	<ul style="list-style-type: none"> <li>• Ability to establish good working relationships with colleagues, students, parents/carers and the wider community.</li> <li>• Excellent interpersonal and influencing skills with the ability to work calmly and effectively under pressure.</li> <li>• Strong reasoning skills and the ability to make considered decisions.</li> <li>• Emotional resilience in working with challenging behaviours and attitudes.</li> <li>• Ability to inspire, motivate and enthuse students, especially very able individuals.</li> <li>• Strong classroom and behaviour management skills, particularly within practical learning environments.</li> <li>• A strong team player with a shared approach to problem solving and achieving goals.</li> <li>• Proactive, self-motivated and able to work on own initiative.</li> <li>• A drive for improvement and challenging underperformance.</li> </ul>	

## Person Specification - Assistant Head of Sixth Form

	Essential Criteria	Desirable Criteria
Personal Qualities & Skills	<ul style="list-style-type: none"> <li>• Capacity to be flexible, adaptive and creative.</li> <li>• Willingness to listen and act on feedback, to develop strengths and improve personal performance.</li> <li>• Willingness to dedicate time to supporting students beyond the school day or at lunchtime.</li> </ul>	
Knowledge & Skills	<ul style="list-style-type: none"> <li>• Knowledge of national curriculum and GCSE/A level specifications.</li> <li>• Knowledge of best practice in assessment.</li> <li>• Ability to track student progress and develop key interventions to support student outcomes.</li> <li>• Ability to prioritise, plan and complete tasks to a high standard with attention to detail.</li> <li>• Ability to demonstrate integrity and consistency of judgement.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the Higher Education landscape and post-18 options.</li> <li>• Knowledge of 16-19 Bursary.</li> <li>• Evidence of delivering or leading extra and or super curricular engagement.</li> <li>• Awareness of recent government curriculum proposals.</li> </ul>
Values	<ul style="list-style-type: none"> <li>• A love of the subject and ability to inspire engagement, confidence and resilience through guidance, mentoring and enrichment activities.</li> <li>• Shares the school's vision and commitment to Character Education.</li> <li>• Commitment to supporting the successful delivery of the School Development Plan objectives: Inspirational Environment, Aspirational Students and High-Quality Teaching and Learning.</li> <li>• Commitment to student achievement, staff development, and continuous improvement.</li> </ul>	
Safeguarding	<ul style="list-style-type: none"> <li>• Commitment to providing a safe and secure environment for all students</li> <li>• Knowledge and understanding of health and safety issues</li> </ul>	

## What you can expect as a teacher at Sutton Coldfield Grammar School for Girls


Sutton Coldfield Grammar School for Girls is a vibrant school where there are endless opportunities for you to get involved in a range of activities, and where you will be well supported in taking any initiatives of your own. It is a place where you should always feel confident to try something new to enhance the learning environment.

### As a teacher you can expect:

- Generous Pension Scheme - the opportunity to join the Teachers' Pension Scheme (28.68% employer contribution)
- Flexible PPA with the option of up to one-third PPA taken off-site
- Opportunity to join the BHS Healthcare Plan
- Opportunity to sign up to our Cycle to Work Scheme
- On site car parking
- Individualised induction programme including the initial support of a Buddy
- Full support in your duties as a Form Tutor
- Access to the National College providing all teachers with on-demand CPD, subject and pedagogy development, workload-reducing tools, and a central system for tracking and evidencing professional learning
- Commitment to [staff wellbeing and mental health awareness](#)
- Access to flexible and family friendly policies and working practices
- Termly Staff Nominations – the chance for staff to pass on thanks and positivity
- Complimentary staff room drinks throughout the day
- Supportive colleagues
- Engaged and enthusiastic students

### As a member of the teaching staff, SCGSG expects you to:

- Act in accordance with safeguarding and child protection procedures
- Observe a smart, business-like code of dress
- Follow the school rules and codes of practice, including the staff code of conduct
- Ensure that students observe the rules and codes of practice
- Ensure your public attitude and behaviour gives positive messages to those around you
- Attend parents' evenings, open evenings, INSET days as required
- Take part in department, pastoral, and other staff meetings as required
- Contribute to the wider life of the school through involvement in extra and super curricular activities
- Be aware of the aims of the school and the areas being developed in the current School Development Plan
- Keep up to date with developments in your own subject
- Ensure your classroom practice is inclusive and reflects a full awareness of the requirements of the Teachers' Standards.



**At Sutton Coldfield Grammar School for Girls we work hard to promote an open and positive environment for teaching and learning. We look forward to your contribution as a member of staff to this rich culture.**



## How to apply

In order to apply for this post, please complete the Application Form, Equal Opportunities Monitoring Form and a letter supporting your application. In your letter you should:

1. State your reasons for applying for this post;
2. Outline the experiences that you believe have prepared you for this post;
3. Describe the skills and strengths that you will bring to the school.

Please note that the application form must be completed in full. It is not sufficient to substitute a C.V. for all or any part of the form. You are welcome to telephone or e-mail the school to ask for clarification on any matters regarding this vacancy. Informal visits to the school can be arranged before the deadline for applications, though applicants will have a tour of the school on the day of interview. Completed applications should be emailed to [recruitment@suttcold.bham.sch.uk](mailto:recruitment@suttcold.bham.sch.uk), and addressed to Dr Barbara Minards, Headteacher.

**Closing date for applications:** 9.30am on Monday 2nd March 2026

**Interview date:** Friday 6th March 2026

Candidates who have not heard from us by then should assume their application has been unsuccessful on this occasion.

## References

Please note that it is our practice to take up references before shortlisting for interview. If you would prefer us not to do so unless you are shortlisted, please indicate this clearly in your application. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.



## Safeguarding

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to all necessary pre-employment checks. This includes enhanced DBS, barred list clearance, medical fitness, identity and right to work; and where applicable prohibition check, qualifications, certificate of good conduct and letter of professional standing from the regulating authority in the country in which the applicant has worked. An online search will also be carried out as part of due diligence on all shortlisted candidates.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school. In addition to the ability to perform the duties of the post the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people.
- ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- emotional resilience in working with challenging behaviours.
- attitudes to the use of authority and maintaining discipline.
- any relevant issues arising from references.
- any gaps in time not covered by details in the application form.

## Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Please refer to our policy statement on the recruitment of ex-offenders.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role.



## Summary of Child Protection Information for Visitors and Volunteers

Sutton Coldfield Grammar School for Girls is committed to the highest standards in protecting and safeguarding the students entrusted to our care. Our school supports all students by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some students may be the victims of neglect, physical, sexual or emotional abuse. Staff working with students are well placed to identify such abuse.

In order to protect our students, we aim to:

- Create an atmosphere where all our students can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse.
- Respond quickly, appropriately and effectively to cases of suspected abuse.

If you have a concern that a student is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally), you must contact the following staff member as quickly as possible.

**Designated Senior Lead (DSL) and Single Point of Contact (SPOC) for safeguarding and child protection: Mr Neil Eaton.**

If this person is not available please contact

**Deputy DSL/SPOC:** Mrs Samantha Hart  
Mrs Lisa Neal  
Mrs Meg Mahoney  
Miss Rebecca Pegg  
Dr Barbara Minards

**Headteacher:** Dr Barbara Minards

Everyone working with our students their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Senior Person (DSL) immediately.
- If the DSL is not available the Headteacher or the Deputy DSL should be contacted.
- Disclosures of abuse or harm from students may be made at any time.

If anything worries you or concerns you, report it straight away. The main office will direct you to the appropriate member of staff to report your concerns. The school's Safeguarding and Child Protection Policy and procedures will form part of the induction for the successful candidate.

***The school's Safeguarding and Child Protection Policy and procedures will form part of the induction for the successful candidate.***

