

APPLICANT INFORMATION PACK ASSISTANT HEAD TEACHER



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At Selly Park Girls School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background. We warmly welcome people from all backgrounds who are committed to fostering an inclusive environment where diversity is at the heart of all we do to apply to join our school.

Letter from the Head Teacher

Dear potential applicant,

Thank you for your interest in applying for a job at Selly Park Girls' School. We are a school where we put students at the centre. We want every student to be kind to others, aspirational and ambitious in what they can achieve. We want to ensure that our students can reach their potential in a supportive, inclusive and nurturing environment. This is reflected in our four pillars school ethos.

We attract staff who are committed to making a difference in the lives of our pupils. From teachers, governors and senior leaders to administrators and support staff. Everyone has a role to play in the success of the school.

We are very proud of this success. As well as OFSTED designating us an 'Outstanding School', achievement and progress are at consistently high levels. Students make nearly half a grade more progress than students nationally through their enjoyment of a diverse and rich curriculum taught by a range of skilled practitioners. We are also proud of our history and teachers enjoy teaching in beautiful, ornate Victorian buildings which are complemented by recently built, modern, state of the art facilities.

Selly Park Girls' School provides all staff with access to a wide range of CPD and training opportunities, which we hope you will contribute to and benefit from. We value our staff as professionals and collaborative work is the key to our success. We want our staff to support each other, to share best practice, to work alongside local schools and agencies, to engage the local community and support families. We have a lively health and well-being programme which takes place at the end of every term and we have an established workload committee. We are determined that staff achieve a healthy work/life balance so that they are happy and have the energy to have a decisive impact whilst at school.

If you are someone who thrives in an aspirational environment and believes in the potential of all young people, then we look forward to receiving your application. Should you wish to visit the school before hand for an informal discussion please feel free to contact either myself or our Deputies (Paul Moore or Laura Sullivan) on 0121 472 1238 or Georgia Foster, HR Manager on ext. 110.

Yours faithfully

Lisa Darwood



About our School

Selly Park Girls' School is a six form-entry girls' community school for pupils aged 11 to 16 years, which currently has 760 pupils on roll with 160 students being admitted in each year.

The school occupies buildings, which range from 1 to 110 years old, including extensive technology workshops, new science building and recently refurbished and extended library facilities. The site also includes a Sports Hall building housing modern sporting facilities, which are made available to staff outside school hours.

We are proud of the multi-cultural nature of our school and have a proven track record for promoting community cohesion at the local, national and global levels.

Selly Park was last inspected by Ofsted in January 2009. The school achieved an 'Outstanding' grade. In addition, our aspirational educational provision has been widely recognised, through awards such as 'Secondary School of the Year 2018' (for which we have been shortlisted again for 2022), ISA, Equality and Diversity Award, RRSA Gold (one of only 2 Secondary schools in the West Midlands region), Health and Well-Being Award, SEND Progress, LLPA, and the Platinum Safeguarding Award. Yet, we still actively invite consultants into school to carry out reviews as we continue to drive school improvement.



Our Head Teachers



Mrs Darwood
Head Teacher

I have worked at SPGS for 17 years and was appointed Head Teacher in 2017. I am a proud mum of two daughters, who are both also teachers. I am passionate about tackling social injustice and inequality. I have worked in schools all over the world (Pakistan, India, Russia, Ghana, South Africa, UAE and Europe) and I have helped to set up a school in Ghana. My partner and I also work with the Homeless Charity 'Crisis' where we campaign for the betterment of those less fortunate. I have the best job in the world, and I cherish every day that is afforded to me. I feel extremely privileged that we have the most amazing teachers and pupils at SPGS and I wouldn't want to work anywhere else. I am keen to ensure that the views of all our stakeholders are listened to, shared, and valued.



Mr Moore
Deputy Head Teacher

I have worked in education for over 20 years with 15 of these being in senior leadership positions in a range of secondary schools across Warwickshire, Worcestershire, Birmingham and Sandwell. As part of this I spent 10 years as a Deputy Head in one of the country's highest achieving Multi-Academy Trusts. During my career, I have developed expertise in both curriculum and pastoral areas and has worked with a number of schools in a supportive and training capacity in areas such as teaching and learning, curriculum review and examinations. I have also served on the governing board of a Worcestershire primary School.



Mrs Sullivan
Deputy Head Teacher

I have worked as a teacher across Birmingham and Solihull for over 17 years, and have held a leadership role for 14 of them within curriculum and pastoral. Having grown-up in South Birmingham I understand the local community and the diversity across Birmingham, and as a result I feel a strong sense of commitment to ensuring our pupils receive the very best education and pastoral care a school can offer. I am guided by the mantra that what we offer to our pupils must be good enough for my own family. I feel very privileged to be part of the Selly Park Girls School community.

Vision, Aims and Values

The school's ethos is built on four pillars: inspirational teachers, kind and aspirational students, engaged stakeholders and a vibrant environment.



Our Proud History

The school opened in 1909 and was originally built as three separate schools; a mixed infant's school, a mixed junior school and a girl's senior school. These three schools were merged in the 1950s and became Selly Park Girls' School. Since that time the building accommodation has been extended to include Technology and Science facilities, which were added in the late 1950s and refurbished in the 1990s.

In the era of specialist schools in the mid-1990s, we were renamed Selly Park Technology College for Girls. However, from September 2018, we were proud to revert to our historic name and be officially known as Selly Park Girls' School. We believe we are innovative and forward thinking and prepare our students for an exciting future in the world of work, alongside taking the very best of traditions and values that have served the school so well in the past. Indeed, we are very proud of the link we have with our alumnae and house an annual school reunion in the summer term. The change of name coincided with the new branding, a new school uniform and new mixed ability forms which were named after inspirational women.

The school sports hall was built in 2006 utilising funding from the National Lottery. During 2014, a new build extension was added to increase dining facilities and teaching spaces. A new state-of-the-art science block, along with refurbished design and technology spaces and a SEND base were opened in 2021. The school reception area has been re-modelled to meet DDA requirements and the school library has been relocated to purpose-built accommodation formally occupied by the old gymnasium, to support our students with all aspects of learning.



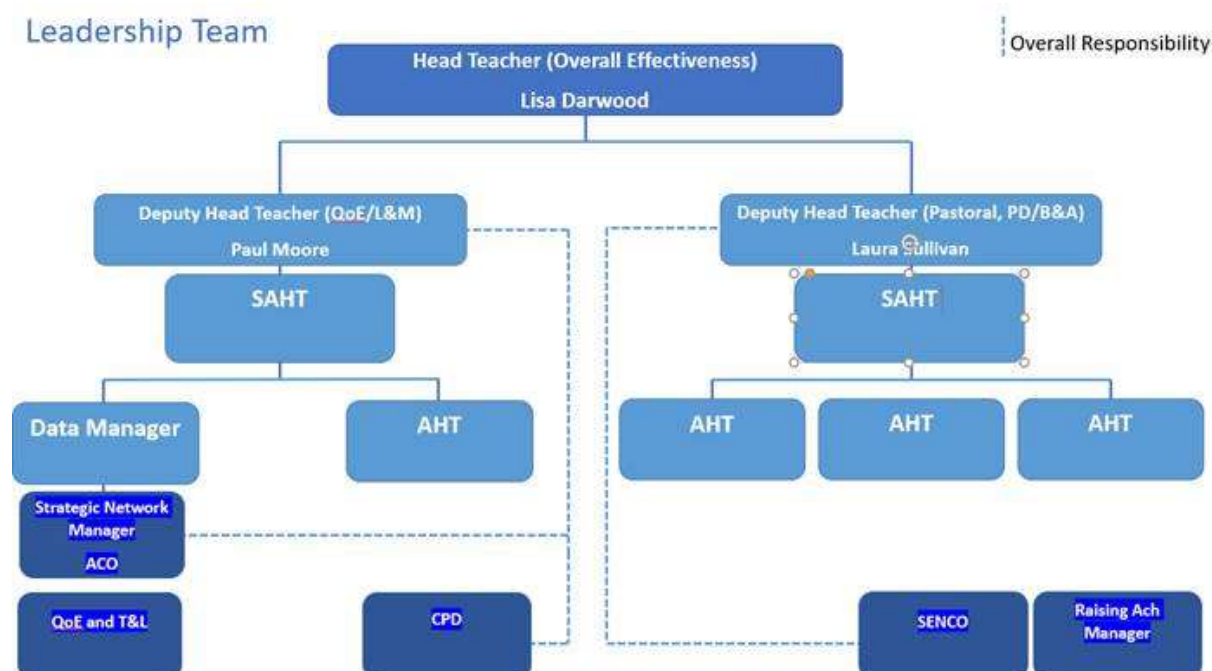
The Senior Leadership Team

The Senior Leadership team is made up of the following members:

- The Head Teacher, Lisa Darwood
- Deputy Head Teacher – Quality of Education and Leadership and Management
- Deputy Head Teacher – Personal Development and Behaviour and Attitudes
- Two Senior Assistant Head Teachers
- Three Assistant Head Teachers
- Strategic Business Manager
- Strategic Data Manager

In addition, the Head Teacher and SLT are supported by a Senior Office Manager/PA and an HR Manager.

Each Assistant Head Teacher takes responsibility for a Year group (supported by a Head of Year) and takes strategic responsibility for an important element of the leadership and management of the School.



Organisation and Curriculum

The curriculum we offer is broad, balanced and aspirational. We aim for all pupils to make outstanding progress by removing any potential barriers to learning. We have created a curriculum that is inclusive, engaging and relevant through inspirational teaching and the creation of a vibrant learning environment.

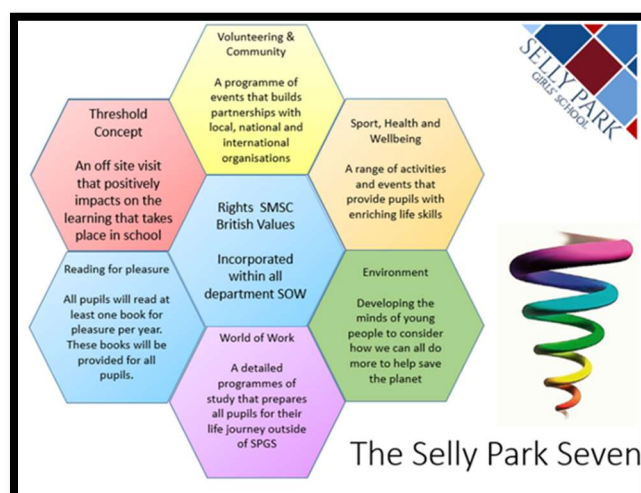
Our spiral curriculum builds on prior learning, whilst developing confident, knowledgeable and highly skilled pupils who are ready to succeed in the next stage of their education, training or employment.

Character virtues are embedded throughout the school community through our unique 'Selly 7' which compliments and enhances our curriculum offer with a bespoke range of cultural capital opportunities delivering enriching experiences in a coherently planned way.

Our curriculum is delivered in a way that allows pupils to translate key knowledge to long term memory.

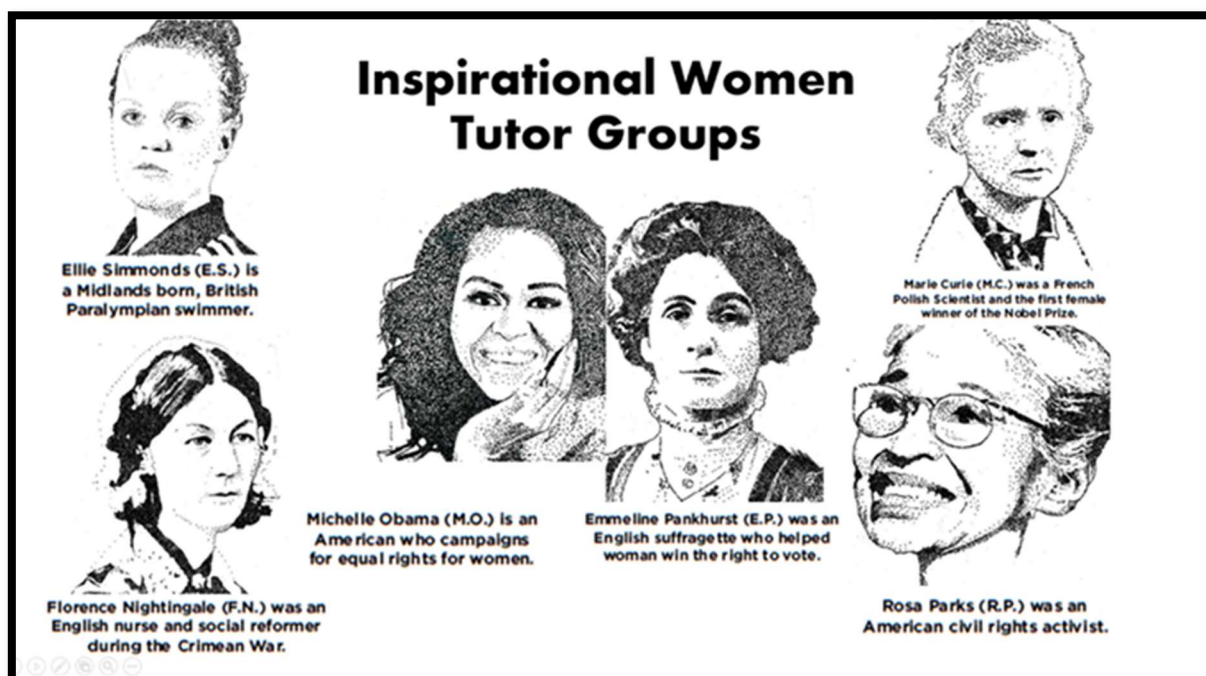
Middle leaders employ a 'spiral approach' to curriculum planning which ensures that students build on prior knowledge, thus avoiding 'cumulative disfluency'. As well as this key assessment objectives and units of knowledge are explicitly tracked across the curriculum to ensure full breadth of delivery.

The delivery of the curriculum is enhanced through our annual summer school and our unique Saturday school which enables disadvantaged students to access the full curriculum and receive additional teaching support.



Forms

In July 2018, after consultation with staff and students, students were placed in six, mixed ability forms which were named after the six inspirational women outlined below.



Achievement

We are very proud of our students' attainment and progress. Our Progress 8 score puts us among the highest performing comprehensives in Birmingham. In terms of our 'family of schools' (similar schools, in terms of context) we were the 3rd highest performing out of eleven similar schools.

2016/2017	2017/2018	2018/2019
0.39	0.40	0.52

Our Students

The best feature of our school is our students. They are friendly, well behaved and inquisitive. Many of our students come from some of the most deprived wards in Birmingham and over 50% qualify for the Pupil Premium. We are proud of the multi – cultural nature of our school and you can see the range of ethnicities we cater for. Over 70% of pupils have English as an additional language. Despite these barriers, the school is thriving and allows these students to be socially mobile due to their academic excellence: The unvalidated Progress 8 of our disadvantaged students was +1.04 in 2021 and our EAL students achieved +1.03.



Parent/Teacher Links

We consider our parental involvement to be highly effective and we have achieved the LPPA– Leading Parent Partnership Award - in recognition of the work we have done to strengthen Home/School Partnerships.

We value the support of parents and carers and are aware that our success is due to the strong partnership which exists between parents, pupils and the school. In order to do this, we place great importance upon good communication between the school and our parents.

In addition to parents' evenings, routine letters home and a regularly updated website, Selly Park provides a variety of other means to keep parents informed and involved. These include a Key Stage 4 Introductory Evening, a Parents Evening for Year 7 in the autumn term to support the transition process and a Key Stage 4 Study Skills session to provide guidance to parents on how to help students succeed at GCSE.

We invite parents to attend musical concerts, presentation award ceremonies and briefings prior to residential trips abroad. Our popular end of term newsletter gives parents a flavour of events and activities throughout the term and we would suggest you read one before you make an application. We often invite feedback from parents in a variety of ways and share outcomes of the feedback on the website. Members of the Pastoral Team visit and telephone parents as the need arises. We also contact parents on the first day of a pupil's absence.

Interventions and Support

The school has a Homework Club which is open each school day from 7:45am until morning registration and then again after each school day until 5:00pm. Many departments run a range of other activities to enhance and encourage pupils in their learning.

The Saturday School Club is open on Saturdays from 9:00am until 3:00pm for pupils in Year 10 and Year 11 to support them in their studies. There are regularly over one hundred pupils in attendance.

The school also arranges a number of intervention programmes throughout the school holidays. These include programmes for Year 10, Year 11 study and Year 7 Summer School

Benefits of Working for Selly Park Girls'

Continuing Professional Development

All our staff have access to a wide range of CPD and training opportunities, including a weekly personalised whole-school CPD programme and access to The National College online CPD platform. Many staff also benefit from participation in accredited professional development, such as Masters and National Professional Qualifications, as well as additional optional CPD.

Pension

As a maintained school, Birmingham City Council currently pays 24.4% of your salary into the highly rated local government pension scheme. This means that your total reward package is basic salary plus an additional 24.4% pension scheme employer contribution.

Wellbeing

We care deeply about the wellbeing of our staff. We have termly health and wellbeing events, a school workload committee and Occupational Health support.

Employee Assistance Programme

A free, confidential and independent service, available for staff to access 24 hours a day, 365 days a year. Services include counselling, as well as financial and legal support for matrimony, housing, consumer, boundary disputes, debt management and more.

Flexible Working

We endeavour to support flexible working and family friendly policies, including job sharing.

Cycle to Work

The cycle-to-work scheme allows staff to obtain commuter bikes and cycling accessories, spreading the cost over 12 months and making unbeatable savings through a tax break.

Staff Discounts

Includes subsidised travel passes and access to an employee website offering discounts and cash back on hundreds of retailers, called My Rewards.

Quality of Life

Birmingham has been voted one of the best places to live in the UK with 25% of our residents below the age of 30 we are a young and vibrant city. Hosting the National Exhibition Centre, Grand Central, the Library of Birmingham, as well as museums and art galleries, hotels, shops, restaurants/cafes and many other places for you to visit and enjoy.

Job Description

BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

Selly Park Girls' School Assistant Head Teacher JOB DESCRIPTION

Salary Scale: Leadership Spine (ISR L13-L17)

As required by the School Teachers' Pay and Conditions Document.

1. Job Purpose

- 1.1. To provide effective leadership to staff and students to ensure achievement of the school's vision and values. This will include the shared responsibilities of the Senior Leadership Team (SLT) and in the agreed areas of strategic and operational responsibility outlined below.
- 1.2. The specific job description will be agreed with the successful candidate.

2. General

- 2.1. The Assistant Head Teacher (with others in the Leadership Team) is responsible for ensuring that every pupil is positively encouraged to develop her potential to the full, and specifically for the development of those areas of school management identified below throughout the school.
- 2.2. To assist the Leadership Team in planning, implementation and review of school improvement strategies, to help foster a lively, supportive and enthusiastic atmosphere within the school for both pupils and staff.
- 2.3. To act as Line Manager for designated departments.
- 2.4. Play an active role in formulating and implementing the school self-review cycle and ongoing review of the School Self Evaluation (SEF) and School Improvement Plan (SIP).
- 2.5. Support programmes in the school to improve the quality of teaching and learning across the school.
- 2.6. To assist the Head Teacher with the planning, implementing and reviewing of the Performance Management arrangements in the school.
- 2.7. Perform the role of Performance Management Reviewer for staff, as determined by the Head Teacher in line with the school's Performance Management Policies.
- 2.8. Manage staff resources.
- 2.9. Monitor progress towards achievement.
- 2.10. To act as a Designated Safeguarding Lead.

- 2.11. To lead and support the transition process between Key Stages and year on year.
- 2.12. To support the Deputy Head Teacher with progress of specific pupil groups.
- 2.13. Assist the recruitment and induction of new staff, as appropriate.
- 2.14. To actively promote equality, diversity and inclusion within the school.
- 2.15. To undertake any professional duties of the Head Teacher reasonably delegated by the Head Teacher.
- 2.16. To undertake, to the extent required by the Head Teacher or Governing Body, the professional duties of the Head Teacher or Deputy Head Teacher in the event of their absence from the school.

3. Specific Responsibilities

3.1. Curriculum

- 3.1.1. To keep up to date with all curriculum changes and development.
- 3.1.2. Evaluate and enhance the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
- 3.1.3. To support the Deputy Head Teacher in overseeing allocated year groups (see 3.4 Management of Year Group(s) below).
- 3.1.4. To work alongside the Deputy Head Teacher responsible for Curriculum in the organisation of the School Calendar.
- 3.1.5. To design and implement strategies that meet the needs of all learners in the school, taking into account the school vision and values.
- 3.1.6. To line manage curriculum relevant areas as directed by the Head Teacher.
- 3.1.7. To effectively quality assure processes and procedures in areas of responsibility.
- 3.1.8. To assist the DHT in planning, implementing and reviewing the behaviour strategy.
- 3.1.9. To oversee and quality assure Pupil Reports.
- 3.1.10. Support with parents' evenings, presentation evenings, award events and open days.
- 3.1.11. To further improve the transition from KS4 to KS5 and establish links with colleges.
- 3.1.12. To manage alternative curriculum pathways for pupils with additional needs.
- 3.1.13. To implement strategies that support inclusion e.g. Police Panel, Sharing Panel, Passport/Managed Move programmes.

3.2. Pastoral

- 3.2.1. To lead, manage and oversee the development of the schools anti-bullying policy.

- 3.2.2. To liaise with outside agencies and complete appropriate referrals).
- 3.2.3. To lead, manage and oversee the development of the schools Emotional Health and Well-being strategies, including the management of support staff.
- 3.2.4. To meet with parents where there are EHWP issues and update Governors, SLT and staff accordingly.
- 3.2.5. To advise the Head and Governors on trends, patterns and concerns with regard to behaviour, EHWP and other areas of responsibility.
- 3.2.6. To represent the school at meetings, for developments with our collegiate Teaching School and other partners in relation to Safeguarding, Welfare and Personal Development.
- 3.2.7. To supervise the Reflection Room as required.

3.3. Quality Assurance and Compliance

- 3.3.1. To promote an understanding of quality assurance, enhancement and a sense of shared ownership.
- 3.3.2. To stimulate and contribute to the development of the school's policies, procedures and practice (SEF, SIPS, Curriculum, Data etc).
- 3.3.3. To be responsible for the management and administration of quality assurance systems including: strategic and operational management.
- 3.3.4. To oversee the development and maintenance of the School's content relating to the responsibilities of the post, ensuring that electronic materials and resources are current and compliant.
- 3.3.5. To oversee the design and embedding of a quality assurance culture within the School, managing change as appropriate.
- 3.3.6. To work collaboratively and authoritatively with staff in a range of QA matters, including curriculum design, development and review.
- 3.3.7. To troubleshoot problems arising in the use of the student records system, in particular in the area of curriculum and assessment deadlines.
- 3.3.8. To plan and organise internal/external quality assurance related reviews and audits.

3.4. Management of Year Group(s)

- 3.4.1. Have a strategic overview of allocated year groups(s).
- 3.4.2. Ensure up to date knowledge of Ofsted standards and criteria for Behaviour and Safety.
- 3.4.3. To manage your Year Form Tutors.
- 3.4.4. Ensure high standards in the behaviour, attitude and presentation of your year group.
- 3.4.5. To demonstrate a high degree of professional pride in the Year Group/s assigned to you.

- 3.4.6. To provide regular updates on behaviour, achievement, punctuality and emotional health and well-being.
- 3.4.7. Monitor behaviour of your year group/s through MIS, observation, regular meetings with Year Heads, Learning Walks, maintaining a high degree of visibility around the school.
- 3.4.8. Address more serious incidents-liaise with Parents / Inclusion Manager, speak with pupil concerned, decide on appropriate actions, monitor effectiveness of actions, follow up if persistent.
- 3.4.9. Pass incidents on that require input to the Designated Safeguarding Lead as appropriate.
- 3.4.10. Keep up to date records using Behaviour Log System.
- 3.4.11. Support the Deputy Head in holding follow up meetings including, meetings with parents and ensuring agreed actions take place.
- 3.4.12. Liaise with Heads of Department where appropriate for Praise Postcard nominations.
- 3.4.13. To oversee Year Reports.
- 3.4.14. To oversee Quality Assurance of systems and processes.
- 3.4.15. To work alongside SLT responsible for monitoring data regarding the behaviour, attendance, achievement and Emotional Health and Well-Being of the year group they manage and to implement interventions as appropriate.
- 3.4.16. Liaise with Form Tutors, and Heads of Year to organise end of term rewards events.

4. Line Management – responsibility to and for

- 4.1. Responsible to the Head Teacher and Deputy Head Teacher.
- 4.2. Responsible for the supervision of designated teaching and support staff.

5. Conditions of employment

- 5.1. The above responsibilities are in accordance with the requirements of the School Teachers' Pay and Conditions Document in terms of duties and working time, also any local agreements and LA guidance on interpreting teachers' conditions of service.

6. Review and Amendment

- 6.1. This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

7. Complaints

- 7.1. If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Person Specification

TITLE OF POST: Assistant Head Teacher

Permanent, Full-time

Attributes	Essential	How Identified
Qualifications	<ul style="list-style-type: none"> • QTS status. • Qualification to the equivalent of degree level. • Evidence of further professional development. 	<ul style="list-style-type: none"> • Evidence of paper qualifications.
Work Related experience and associated skills	<ul style="list-style-type: none"> • Qualified teacher with significant teaching experience. • Experience at Senior and/or Middle Leadership Level. • Proven track record of implementing effective teaching strategies which ensure all children make progress. • Experience of whole school monitoring and the development of action plans to address issues identified. • Experience of leading change at whole school level to support school improvement. • Experience of school self-review and school improvement planning and evaluation. • Experience of delivering INSET and working alongside and supporting colleagues. 	<ul style="list-style-type: none"> • Application letter of how experience fits person specification. • Evidence of consistency in teaching at proficient or better from last two years' Performance Management. • Interview questions on work related experience.

Attributes	Essential	How Identified
	<ul style="list-style-type: none"> • Experience of observing lessons and giving feedback to colleagues. • An up to date knowledge of Safeguarding Procedures and a commitment to safeguarding. • Experience of supporting pupils through transition at Key Stage or Year on Year. • Evidence of the promotion of positive behavior strategies and constructive handling of problems. • Experience of using a range of performance data to evaluate pupil progress across the curriculum and ensuring appropriate interventions are implemented. • Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school. • Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well-being of the school community. 	
Specialist knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of Teacher Standards. • NQT induction and procedures. • Performance Management of teaching and support staff. • Knowledge of Educational Visits procedures. • Knowledge of up to date teaching strategies. 	<ul style="list-style-type: none"> • Application letter will have evidence fits person specification. • Interview questions will test specialist knowledge.

How to Apply

Closing date

The closing date for completed applications is **Wed 6th July 2022 at 12pm (midday)**.

Applications

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification.

Completed application forms should be emailed to recruitment@sellyparkgirls.org

Queries

For informal queries, please email recruitment@sellyparkgirls.org or call Georgia Foster, HR Manager, on 0121 472 1238.

Expected Interview Date(s)

Interviews are expected to take place on 12 and 13 July 2022.



As part of our recruitment process we collect and process personal data relating to job applicants. We are committed to being transparent about how we collect and use that data, meeting data protection regulations and in line with GDPR compliance.

Safer Recruitment in Education: Information for Applicants

Selly Park Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We have a number of policies and procedures that contribute to our safeguarding commitment, all of which can be viewed at <https://sellyparkgirls.org/policies>

What we will provide:

All applicants for all vacant posts will be provided with:

- A job profile outlining the duties of the post; including safeguarding responsibilities;
- A person specification which will include a specific reference to suitability to work with children.

All applications for employment will be required to complete an application form, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

References

References will be requested directly from the referee, with your consent, at the invitation to interview stage.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training.

The interview panel will carry out an online search as part of their due diligence on shortlisted candidates.

The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

Pre-employment checks

- It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.
- An enhanced DBS check is required for all successful applicants.
- Evidence of the right to work in the UK.
- Prohibition, overseas and section 128 checks will also be completed, if necessary.

Child Protection and Safeguarding Policy

View our Child Protection and Safeguarding policy at <https://sellyparkgirls.org/policies>