



SELLY PARK GIRLS' SCHOOL

Information Pack for the
position of

Deputy Head
Teacher (Pastoral)

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Letter from the Head Teacher, Lisa Darwood

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.

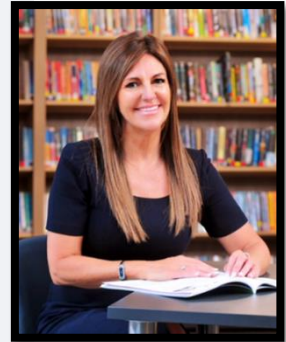
We are very proud of this success. As well as OFSTED designating us an 'Outstanding School', achievement and progress are at consistently high levels. Students make nearly half a grade more progress than students nationally through their enjoyment of a diverse and rich curriculum taught by a range of 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 on challenges and believes in the potential of all young people, then we look forward to receiving your application. I would be delighted if you would visit the school so we can meet beforehand to give you the opportunity to tell me about your ideas and shared vision. Please contact me direct on 0121 472 1238 ext. 208 or Samantha Bunn, HR Manager on ext. 278.

Yours faithfully

Lisa Darwood



DEPUTY HEAD TEACHER
Personal Development and Behaviour and Attitudes

SALARY SCALE: ISR L21 – L25

Selly Park Girls' School, 5 Selly Park Road, Birmingham. B29 7PH
Tel: 0121 472 1238; Email: recruitment@sellyparkgirls.org

Are you an ambitious senior leader looking for a Deputy Head post in a school of hard working and well-behaved students? Could you inspire a team of teachers determined to deliver an engaging curriculum and secure the best possible outcomes for our committed students? Are you a leader who will develop staff, including the leadership team, and help them realise their own ambitions?

Selly Park Girls' School is a high performing 11-16 school in the south of Birmingham with 760 girls on roll and a proven record of GCSE success. In 2018, the school was awarded Secondary School of the Year at the Birmingham School Awards and we were winners of the SSAT Educational Outcomes Award 2019 for exceptional student progress.

The Governors of Selly Park Girls' School are seeking to appoint an inspirational and highly motivated Deputy Head Teacher, with excellent leadership and management skills to support the Head Teacher of this Ofsted graded 'Outstanding' school.

The post holder will be expected to lead on:

- Preparing the school for the current EIF
- Personal Development
- Behaviour and Attitudes
- Safeguarding
- Transition from Key Stage 2 to 3
- Attendance

We offer an exciting and stimulating environment and a dedicated, hardworking and supportive staff team. We are looking for a Deputy Head who:

- Has the strategic vision to motivate and inspire our learning community to educational excellence;
- Has a passion for pastoral care and personal development, with high expectations of staff and students;
- Is willing to support every individual to fulfil their potential;
- Has an up to date understanding of current educational research and policies and can use this to drive continued school improvement;
- Can understand and analyse data to inform strategy in school;
- Will innovate, cultivate and recognise outstanding practice in the fields of personal development and behaviour and attitudes;
- Has excellent interpersonal, communication and organisational skills;
- Will lead and inspire good behaviour outcomes to enable learning;

- Will foster a positive and effective partnership between students, parents and the community;
- Will work closely with the Head Teacher, Senior Leadership Team and governing body.

We will offer you:

- Pupils who are friendly and well behaved who have an excellent attitude to learning;
- A staff team committed to supporting the further development of the school;
- A Senior Leadership Team which believes in support and challenge in equal measure and sees staff wellbeing as vital for all to be the best they can be;
- A supportive governing body, committed to school improvement;
- A pleasant, well-resourced provision;
- Access to regular excellent continuing professional development.

Visits to the school are encouraged, please contact Samantha Bunn, HR Manager on 0121 472 1238 to make an appointment. The successful applicant will be required to undertake enhanced DBS clearance, medical clearance and provide suitable references.

Closing date: 30th September 2021

Interviews to take place on: 11th & 12th October 2021

For further details and an application form, visit the school website at:

<https://sellyparkgirls.org/staff-vacancies>

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

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. An enhanced DBS check is required for all successful applicants. We are a socially inclusive and equal opportunities school and committed to actively promoting equal opportunities for all our students and staff.

Information will be retained on unsuccessful candidates for six months after the selection process is completed, as this is in line with the maximum time for appeals to be raised. Information on successful candidates will be retained in line with current guidance on staffing data retention. All references, both given and received, are exempt from disclosure under GDPR legislation.

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, science laboratories 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.

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

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. We actively invite consultants into school to carry out reviews as we continue to drive school improvement.

The Four Pillars



Our Proud History

The school opened in 1909. The school 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 accommodation. 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:

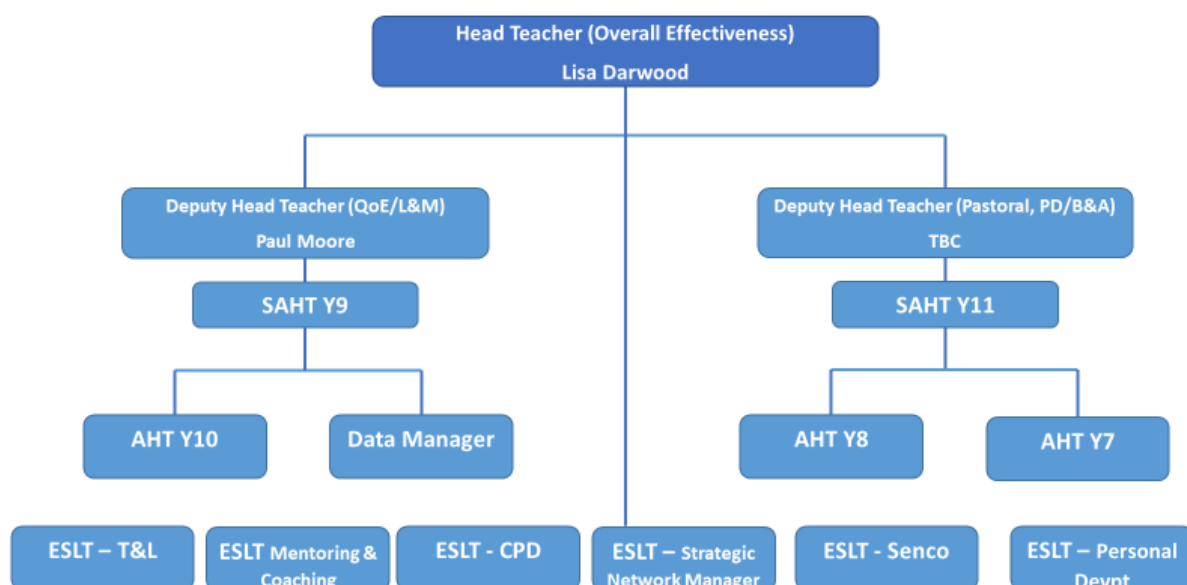
- The Head Teacher, Lisa Darwood
- Deputy Head Teacher – Quality of Education and Leadership and Management
- Deputy Head Teacher – Personal Development and Behaviour and Attitudes (Vacancy)
- Two Senior Assistant Head Teachers
- Three Assistant Head Teachers
- A Data Manager.

In addition, the Head Teacher is supported by a PA, Business Manager 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.

Extended Leadership Team

Supporting the Senior Leadership Team are five members of the Extended Leadership Team who lead on roles such as Teaching and Learning, Coaching and Personal Development.



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.

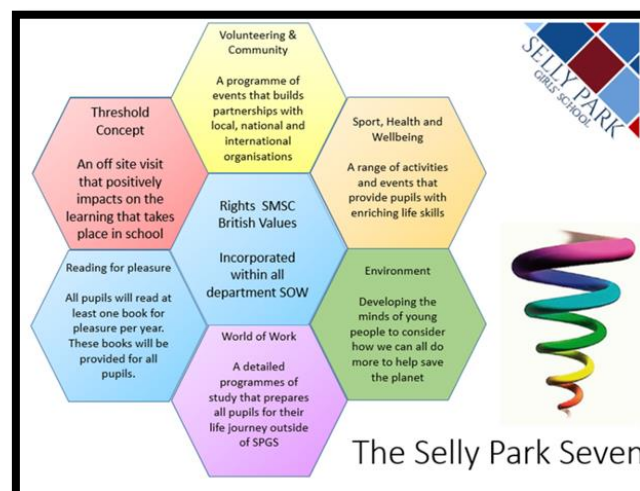
Our spiral curriculum builds on prior learning, whilst developing confident, knowledgeable and highly skilled pupils who are ready to succeed in the next stage of their education, training or employment.

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.

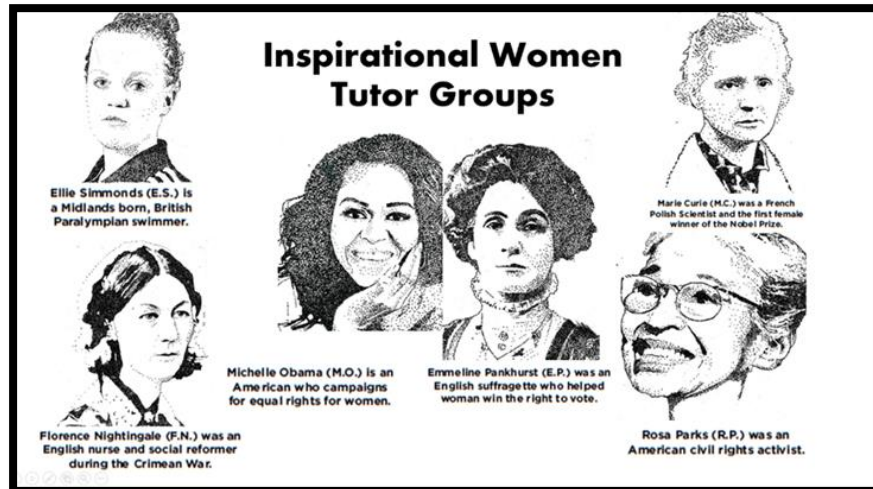
Middle leaders employ a 'spiral approach' to curriculum planning which ensures that students build on prior knowledge, thus avoiding 'cumulative disfluency'. As well as this key assessment objectives and units of knowledge are explicitly tracked across the curriculum to ensure full breadth of delivery.

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 56% 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. 73% 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 last year and our EAL students achieved +1.03.



Parent/Teacher Links

We consider our parental involvement to be highly effective and we achieved the LPPA this year – 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

BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

Selly Park Girls' School

DEPUTY HEAD TEACHER – JOB DESCRIPTION

Personal Development and Behaviour and Attitudes

Salary scale: ISR Pay Range Pay Scale L21 – L25

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

1. Job Purpose

To promote the general educational progress and well-being of pupils in the school.
To take key responsibility for leading all aspects of pupils' personal development and behaviour and attitudes.

2. Duties and Responsibilities

2.1 General

- 2.1.1. To undertake the professional duties of a teacher other than a Head Teacher, as set out in the School Teachers' Pay and Conditions Document, including those duties particularly assigned by the Head Teacher;
- 2.1.2 The Deputy Head (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;
- 2.1.3 To assist the Head Teacher in planning, implementation and review of school improvement strategies and should help foster a lively, supportive and enthusiastic atmosphere within the school for both pupils and staff;
- 2.1.4 To act as Line Manager for designated departments;
- 2.1.5 To have strategic oversight of the development and promotion of oversight of students' personal development and welfare;
- 2.1.6 To lead and manage programmes and relevant staff with the oversight of students' behaviour and attitudes across the school
- 2.1.7 To be a Designated Safeguarding Lead;

- 2.1.8 Perform the role of Performance Management Reviewer for staff, as determined by the Head Teacher in line with the school's Performance Management Policy;
- 2.1.9 Monitor progress towards achievement;
- 2.1.10 Assist the recruitment of new staff as appropriate;
- 2.1.11 To undertake any professional duties of the Head Teacher reasonably delegated by the Head Teacher;
- 2.1.12 To undertake, to the extent required by the Head Teacher or the Governing Body, the professional duties of the Head Teacher in the event of the Head Teacher's absence from the school.

2.2. Specific

- 2.2.1 To assist the Head teacher in the development of all aspects of Policy and Practice relating to the personal development, welfare and behaviour and attitudes of pupils;
- 2.2.2 To line manage a number of Assistant Head Teachers;
- 2.2.3 To work alongside SLT and Head in delivery of the vision and values of the school through the school SIP, SEF and Policies;
- 2.2.4 Ensure that the school remains an exemplar of best practice in relation to pastoral care, equality and inclusion.
- 2.2.5 Use relevant information and data to evaluate student's progress and set appropriate targets for improvement.
- 2.2.6 Ensure all students have equal access to the curriculum according to the school's policies.
- 2.2.7 Lead on the implementation, monitoring and evaluation of behaviour, exclusion and anti-bullying strategies.
- 2.2.8 Carry out teaching duties in accordance with the school's schemes of work and National Curriculum.
- 2.2.9 Represent the school at relevant panels, working groups and meetings as required by the Head Teacher.
- 2.2.10 Share data, outcomes and planning regarding Pastoral areas of responsibility with SLT and Governors.
- 2.2.11 Robust and rigorous monitoring of Middle Managers (HOYs/HODs).
- 2.2.12 Strategically lead and manage the schools Key Stage 2 to 3 transition programme.
- 2.2.13 Liaise effectively with external agencies to ensure the welfare of pupils in school.
- 2.2.14 Undertake monitoring of the key areas of the school.

- 2.2.15 Have a current knowledge and understanding of the requirements of Ofsted and to keep up to date with Ofsted Framework to support school improvement.
- 2.2.16 Ensure that self-evaluation policies and procedures are carried out rigorously and contribute to raising standards.
- 2.2.17 Keep pupils safe and support the Head Teacher to implement and oversee the highest possible standards of child protection, Prevent strategies and safeguarding throughout the school.
- 2.2.18 Oversee the implementation of rewards and sanctions and monitor their impact and effectiveness.
- 2.2.19 To liaise with the Data Manager in order to utilise IDSR and other appropriate data.
- 2.2.20 Ensure financial efficiency and value-for-money in all school activities related to the role.
- 2.2.21 To be a Designated Safeguarding Lead and update the Head Teacher and governors on all aspects of safeguarding as appropriate.
- 2.2.22 To take responsibility for the strategic development of SMSC/PSHEE/RSE and Citizenship in particular ensuring all aspects of safeguarding are delivered within the curriculum and ensure professional development training is provided for staff.
- 2.2.23 To advise the Head Teacher and Governors on trends, patterns and concerns with regard to attendance, behaviour and EHWB.
- 2.2.24 To be accountable and responsible for improving pupil outcomes and addressing gaps as appropriate e.g. LAC, SEND.
- 2.2.25 To keep up to date with the latest legislation, policies and procedures in relation to assessment and the new accountability measures.
- 2.2.26 To develop the leadership capacity with staff at all levels across the school.
- 2.2.27 To lead and manage relevant internal/external reviews.

3. **Line Management - responsibility to and for**

- 3.1 Responsible to the Head Teacher.
- 3.2 Responsible for the supervision of designated teaching and support staff.

4. **Conditions of employment**

- 4.1 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.

5. Review and Amendment

- 5.1 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.

6. Complaints

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

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants. 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.

We are a socially inclusive and equal opportunities school and committed to actively promoting equal opportunities for all our students and staff.

**SELLY PARK GIRLS' SCHOOL
PERSON SPECIFICATION**

DEPUTY HEAD TEACHER

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. An Enhanced DBS check is required for the successful applicant.

	SKILLS, KNOWLEDGE & EXPERIENCE	Essential	Desirable	METHOD OF ASSESSMENT*
INITIAL QUALIFICATIONS	Qualified Teacher status.	√		AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including leadership and management.	√		AF, I
EXPERIENCE	Experience in the leadership and management of improving pupil outcomes and/or other aspects of provision.	√		AF, I
	Experience in the leadership and management of strategies that improve outcomes for disadvantaged pupils		√	AF, I
	Demonstrate a good understanding of School Improvement Planning.	√		AF, I, P
	Demonstrate a sound understanding and experience of implementing Performance Management.	√		AF, I
	Experience of partnership working with parents, the wider community and other schools.		√	AF, I
	Successful and varied teaching experience in appropriate phase(s).	√		AF, I
SKILLS	Ability to monitor, evaluate and plan for School Improvement.	√		AF, I, P
	Ability to work to high professional standards and to be strategic	√		AF, I
	Ability to manage and motivate individuals and teams effectively.	√		AF, I
	To deal effectively with under performance, in accordance with relevant policies and procedures.	√		AF, I
	To understand and interpret complex data to inform effective decision-making.	√		AF, I
	To have an understanding of financial planning and budget monitoring in schools.		√	AF, I, P

	To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.	√		AF, I
	Demonstrate a wide range of high level communication skills including new technologies.	√		AF, I, P
	Ability to use authority appropriately to maintain discipline.	√		AF, I,
	To promote and foster a positive school image.	√		AF, I, P
OTHER	Ability to effectively implement safeguarding legislation and support a culture of safeguarding awareness, risk assessment and management.	√		AF, I
	Ability to coach and develop all school staff appropriately.	√		AF, I
	Evidence of the promotion of positive behaviour strategies and constructive handling of problems.	√		AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school.	√		AF, I
	To take strategic leadership for the planning of the CPD and an ability to deliver high quality INSET on a half termly basis.	√		AF, I
	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well-being of the school community.	√		AF, I

- *Those elements marked **A-** will be assessed in your **Application**.
- *Those elements marked **A/I/P** - will be assessed in your **Application** and during the selection process e.g. Interview, **Presentation**.
- *Those elements marked **I/P** - will be evaluated during the selection process e.g. Interview, **Presentation**

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.

All information collected as part of the recruitment process will be used to enable the appointment of a suitable candidate to the advertised post. Personal data relating to unsuccessful candidates will be retained for six months from the date of a candidate being appointed to the post. Data relating to the successful candidate will be added to their personal file and retained in line with current and future set retention periods for staffing records and GDPR.