



# Sutton Coldfield Grammar School for Girls

## Application Pack for Deputy Headteacher - Curriculum and Assessment

Start date: **September 2024**

Closing date for applications: **9.30 am on Tuesday 20th February 2024**

First Interview: **Wednesday 6th or Thursday 7th March 2024**

Second Interview: **Monday 11th March 2024**

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Full time, Permanent Post  
Part-time expressions of interest considered

Salary Range: Leadership Scale points 20 - 24

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

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[twitter.com/suttcold](https://twitter.com/suttcold) | [facebook.com/suttcold](https://facebook.com/suttcold) | [www.suttcold.bham.sch.uk](http://www.suttcold.bham.sch.uk)

Dear colleague,

Thank you for your interest in the post of Deputy Headteacher: Curriculum and Assessment at Sutton Coldfield Grammar School for Girls. We are seeking to appoint someone to join our Senior Leadership Team who has high expectations of themselves, colleagues, and students, with an optimistic and empathetic approach. The successful candidate will be a strategic, reflective, positive person who motivates and inspires confidence; a clear communicator who is collaborative, builds positive relationships and an effective team player. This vacancy arises due to the impending retirement of the current post holder, Mrs Cath James, following 14 years of dedicated service to the School. The post would suit an inspirational Assistant Headteacher looking for their first role as Deputy Headteacher or a highly skilled Deputy Headteacher seeking experience before headship.

Ranked the 29th best secondary school nationally and 4th in the West Midlands in 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. Our vision is for all students to have a love of learning, a positive and resilient approach with a strong sense of community. Each individual will be encouraged to be aspirational, prepared for their future and inspired to make a difference.

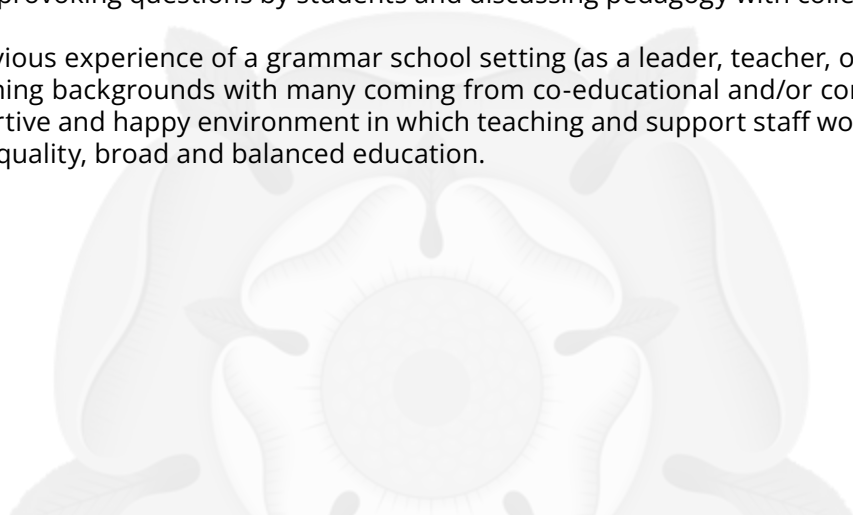
Our culture is one which celebrates the diversity of the school's intake and through the assembly, tutor time and Personal Development programme we build an understanding, kind, and respectful ethos. Our wide variety of extra-curricular activities enable students to develop their existing skills, discover 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 visits to Tanzania and China and ski trips to Italy and Canada. Our students are drawn from across the city of Birmingham, with some travelling long distances to be a part of Sutton Girls. There are over 1200 students in the school, including 307 students in our Sixth Form. We continue to be oversubscribed at Year 7 with six form entry throughout Years 7 to 11; many students also choose to join the school in Year 12.

The newly appointed Deputy Headteacher will join myself as Headteacher, our Deputy Headteacher: Student and Staff Development, three Assistant Headteachers (Teaching and Learning, Student Support and Welfare, Personal Development and Careers Lead) and our Finance and Operations Director as the Senior Leadership Team. We are looking for a colleague who will share our positive, hardworking ethos and commitment to a growth mindset approach. We seek someone who will enhance the team; a collaborator who not only excels in their own specialist areas but is willing to help others whenever needed and continues to be committed to their own professional development.

We welcome applications from successful senior leaders with a proven track record of successful academic leadership who will build on our developmental culture for both students and staff; leading, energising, and enabling the strategic development and delivery of the academic curriculum. There is some flexibility regarding the specific responsibilities of the role depending on the experience, skills, and strengths of the successful applicant.

We do not have any preference regarding your subject specialism. Apart from the FandO Director, all our Senior Leadership Team have a teaching commitment because we want to continue to be role models in the school community; we enjoy teaching our subject, sharing our enthusiasm as well as our knowledge with students, being asked thought provoking questions by students and discussing pedagogy with colleagues.

You do not need previous experience of a grammar school setting (as a leader, teacher, or a student). Our staff have a range of teaching backgrounds with many coming from co-educational and/or comprehensive settings. This is a really supportive and happy environment in which teaching and support staff work together to provide students with a high quality, broad and balanced education.



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>
August 2023	61%	83%	0.94	56%	83%
August 2022	70%	87%	0.78	69%	90%
August 2021	56%	84%	n/a	61%	89%
August 2019	51%	74%	0.82	47%	77%

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 most staff meetings, and these are led by a variety of colleagues. We are informed by educational research, this year we are focussed on developing our questioning, using positive language, modelling constructive responses to mistakes and continuing to refine our approach to assessment. Growth mindset strategies and character development are central to our day-to-day activities whilst maintaining staff and student well-being.

We are currently planning a new two-storey building to add to our existing excellent facilities. This new space will allow us to enhance the provision for our Sixth Form students, invest in creative arts spaces and provide additional classrooms. This is an exciting project for the School and the newly appointed Deputy Headteacher will be part of the planning team, having the opportunity to influence the design to maximise the impact on the curriculum and drive positive benefits for staff and students.

Please visit [our website](#) to discover more about 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 both in terms of the formal induction programme and also the daily informal help readily offered by colleagues.

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

Yours sincerely,



Dr B. Minards  
Headteacher



# Job Description - Deputy Headteacher: Curriculum and Assessment

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: Headteacher

## **Job Purpose:**

To assist the Headteacher in the leadership and management of the school and make strategic evaluations of curriculum, assessment, reporting, teaching, learning and examinations in accordance with the School Development Plan.

## **Key responsibilities in Leading Curriculum and Assessment**

### **Curriculum**

- Lead the strategic development of the academic curriculum with responsibility for curriculum planning: produce the curriculum map; liaise with the Finance and Operations Director to agree budget for curriculum resources and allocate departmental capitation, coordinate the options process for Year 9s and Year 11s at KS4 and KS5 respectively.

### **Timetable**

- Provide a strategic overview of the timetable to optimise the provision for students and staff: liaise with the Timetable Coordinator regarding timetabling matters, planning of options, and blocking of subjects.

### **Staffing**

- Meet the needs of the academic curriculum through effective staffing: work with the Headteacher to plan staffing and review the TLR structure through agreed formula calculations; work with the Finance and Operations Director to ensure effective integrated curriculum financial planning; liaise with the Cover Officer for absence cover, liaise with the Headteacher and HR team regarding flexible working requests and timetabling options, support recruitment through the development of job descriptions, schedules, and interviews.

### **Examinations and Results**

- Support the effective delivery of examinations and lead on A level and GCSE results processes: line manage the Data Manager and Examinations Officer and support with the organisation of all examination-related matters, including scheduling internal examinations, managing requests from Heads of Departments, and organising staff supervision; lead on the analysis of pre-released results data, provide an overview of results, and oversee sixth form enrolment and post-results improvement strategies.

### **Assessment and Reporting**

- Enable and support the delivery and achievement of high academic standards across the curriculum with overall responsibility for assessment and reporting: agree criteria used for reporting progress; liaise with the Data Manager and Examinations Officer re learning reviews, progress reviews and reports.
- Provide an overview of data produced for internal tracking.
- Progress Evenings: liaise with the IT Network Manager re staff allocation and setting up online bookings; review effectiveness of online or in-person evenings and approve communications with parents/carers; continue to reinforce the benefits of learning rather than performance goals and embedding growth mindset strategies.

# Job Description - Continued

## Heads of Department (HODs)

- Work with the Assistant Headteacher (Teaching and Learning) to encourage the pursuit of academic excellence by promoting an ethos of academic rigour and love of learning: lead Heads of Department meetings; communicate regular updates to HODs; produce a coordinated assessment planner; and work with other members of SLT to ensure consistent line management of HODs.

## Teaching and Learning

- Liaise with the Assistant Headteacher (Teaching and Learning) to identify aspects of teaching practice
- for whole school development areas and co-ordinate pedagogical CPD for teaching staff to address these.
- Liaise with the Deputy Headteacher (Student and Staff Development) on wider training needs of teaching staff.

## IT for Teaching and Learning

- Liaise with Assistant Headteacher (Teaching and Learning) and IT Systems Lead to develop IT provision to enhance learning within the classroom; support remote working and contingency planning for large scale remote learning.

## Events, extra and super-curricular activities

- Enable the delivery and provision of an enriching and varied programme of learning opportunities beyond the classroom: support events, extra and super-curricular activities in collaboration with other members of SLT.
- Coordinate SLT Duty rota for evening events, day trips and residentials and take responsibility for the effective organisation of:  
Open Evenings: liaise with HODs re staffing and coordinate rooms and activities.  
Curriculum Evenings: organise and lead Year 9 Curriculum Evening, support the Deputy Headteacher:  
Student and Staff Development with Information Evenings for other year groups.

## Educational Visits

- Oversee the effective organisation of school trips: Approve trip requests; review template letters to parents/carers and support the Events Co-ordinator with the organisation of educational visits.

## Report to the Governing Board

- Liaise with Chair of Curriculum Committee to plan agendas and share information to enable the Committee to fulfil its responsibilities.
- Attend Curriculum Committee meetings to report on examination results, present potential curriculum changes, seek approval for residentials and provide updates on curriculum aspects of School Development Plan.

## Networking

- Continue to develop an outward-facing approach by building links with other schools and organisations.
- Attend Sutton Consortium Curriculum Deputy Meetings.

## Communication

- Organise materials to support effective school management and communication processes:  
Calendar: in conjunction with SLT and middle leaders, set key dates for each school year; produce and update strategic documentation for the effective operation of the school including Staff Handbook and Planners.  
Website: ensure the Curriculum areas of the school website are kept updated.



## Job Description - Continued

### **General responsibilities of the Senior Leadership Team**

- Contribute to the strategic vision, leadership and direction of the school and communicate these to the school community and stakeholders.
- Help maintain the safe and productive learning environment that is engaging and fulfilling for all students and staff.
- Promote excellence, equality of opportunity and high expectations of all students and staff.
- Contribute to the school culture which reflects and celebrates the diversity of the school's intake.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Lead by example by regularly reviewing own practice and performance against targets and take responsibility for own professional development.
- Recognise and celebrate the achievement of individuals and teams.
- Encourage staff to continue to maintain their own wellbeing.
- Monitor teaching and learning through learning walks, work trawls and student voice.
- Following collation of monitoring information, implement appropriate actions and support where needed.
- Contribute to the ongoing planning, updating and evaluation of the school development plan.
- Contribute to the design and delivery of high-quality INSET.
- Effectively manage resources and control allocated budgets.
- Ensure that the relevant school policies and procedures are in place and routinely updated.
- Report to Governors, attend the relevant committee meetings and meet link governor(s) as required.
- Maintain and develop links with a variety of stakeholders: parents, carers, alumni and the local community.
- Keep up to date with statutory and best practice guidance, current educational issues and pedagogy.
- Share effective practice by collaborating with other schools, both locally and nationally.
- Line manage identified middle leaders and support staff.
- Be the SLT link to nominated year group and departments.
- Carry out day-to-day management, organisation and administration.

The Deputy Headteacher may be asked to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually. In addition, it may be amended at any time after consultation with the postholder.



## Person Specification

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of children and young persons and the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

	Qualifications, Knowledge and Competencies	Method of Assessment
Qualifications and CPD record	<ul style="list-style-type: none"> <li>• Good honours degree.</li> <li>• Qualified Teacher Status.</li> <li>• Substantial successful teaching experience in 11-18 education.</li> <li>• Significant leadership experience as an Assistant or Deputy Headteacher, with a track record of successfully implementing change with a positive impact on student performance.</li> <li>• Proven skills and experience in strategic leadership.</li> <li>• Continuous professional development relevant to Deputy Headship.</li> </ul>	Applicant's certificates, application form and interview
Skills and knowledge	<ul style="list-style-type: none"> <li>• Excellent teaching skills.</li> <li>• Ability to lead by example with the highest professional standards.</li> <li>• Demonstrates integrity and consistency of judgement.</li> <li>• Ability to communicate effectively and build relationships when engaging with students, parents/carers, staff, governors and the wider community.</li> <li>• Strong planning and organisational skills and ability to remain calm and effective under pressure.</li> <li>• A strong work ethic and high degree of administrative efficiency.</li> <li>• Proven, sound decision-making and problem-solving skills, with a successful record of raising individual pupil achievement and self-esteem.</li> <li>• Knowledge of current educational issues, including developments in public examinations, teaching and learning and curriculum design.</li> <li>• Ability to articulate a vision and demonstrate attention to detail.</li> <li>• Innovative with the intellect to initiate and manage change.</li> <li>• Strong IT skills.</li> </ul>	Professional references, application form and interview
Personal attributes and qualities	<ul style="list-style-type: none"> <li>• A visible style of leadership with the charisma and energy to lead by example and motivate and inspire the whole school community.</li> <li>• A strong sense of personal integrity, high emotional intelligence and good judgment.</li> <li>• Positive and approachable with a commitment to equal opportunities and high achievement.</li> <li>• A belief and commitment to the school's values.</li> <li>• A curiosity for learning and willingness to seek feedback.</li> <li>• Commitment to the continuous development of individuals and the school.</li> </ul>	Psychometric assessment, professional references and interview

## Person Specification

<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Commitment to providing a safe and secure environment for all.</li> <li>• Practical understandings of the processes and procedures relating to child protection, Prevent, safeguarding and safer recruitment.</li> <li>• Understands the impact of current, contextual safeguarding issues and strategies to help students to stay safe.</li> <li>• Understands the support required to ensure that the academic, personal and social needs of CLA and formerly CLA are fully met.</li> <li>• Knowledge and understanding of health and safety issues.</li> </ul>	Letter of application and interview
<b>Accountability and governance</b>	<ul style="list-style-type: none"> <li>• Ability to report to the Curriculum Committee and be accountable to the Governing Board.</li> <li>• Ability to work with the Governing Board, meet with link governors, providing information to enable the Governing Board to meet its responsibilities.</li> <li>• Ability to work with members of the Senior Leadership Team who attend sub-committee meetings.</li> </ul>	Professional references, application form and interview
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>• Evidence of being a role-model with regard to teaching and learning whilst in a senior or middle leadership role.</li> <li>• Ability to continuously monitor and evaluate performance in order to improve the quality of teaching and learning.</li> <li>• Experience of managing and developing teaching, learning and curricula in Departments/Subject Areas/Faculties within Years 7-13.</li> <li>• Evidence of raising educational standards and outcomes.</li> <li>• Evidence of providing vision, sense of purpose and the highest aspirations with a determined focus on student achievement and wellbeing.</li> <li>• An understanding of maximising learning for all groups of students eg Pupil Premium, SEND and English as an additional language.</li> </ul>	Professional references, application form and interview
<b>Working with and developing staff</b>	<ul style="list-style-type: none"> <li>• A track record of leading, managing, and inspiring staff, with the ability to manage change and ensure broader buy-in for leadership vision and strategic plans.</li> <li>• A high-profile role model with a professional approach that demands excellence and commands the confidence, trust and respect of the school and wider community.</li> <li>• Experience of staff development to raise standards and promote equality, diversity and to maximise opportunities for students.</li> <li>• Ability to inspire and maintain high morale, address issues and resolve conflict by applying skills of arbitration in the context of persistently pursuing accountability.</li> </ul>	Professional references, application form and interview
<b>Leadership and Management of the School</b>	<ul style="list-style-type: none"> <li>• Experience of self-evaluation and school development planning, and a strong track record of implementing and managing aspects of school improvement.</li> <li>• An understanding of the freedoms and constraints of Single Academy Trust status.</li> </ul>	Professional references, application form and interview





## Living and working in the local area

Sutton Coldfield, also known as the Royal Town of Sutton Coldfield, is a suburb of Birmingham. Largely a residential area, there are many shopping areas and green spaces, including the 2,000 acres of Sutton Park. Sutton Coldfield has a direct rail link to Birmingham City centre and is also ideally placed for accessing road networks.

Birmingham has a diverse community and is a vibrant, multicultural and exciting to place to live and work. The Symphony Hall is considered one of the greatest concert venues in the world and a fitting home for the globally respected City of Birmingham Symphony Orchestra. The Hippodrome Theatre is home to the internationally renowned Birmingham Royal Ballet. Birmingham Library houses a collection of one million books; and also has more than 200 public access computers, theatres, an exhibition gallery and music rooms, making this the largest library in Europe.

Birmingham Museum and Art Gallery houses the world's finest collection of Pre-Raphaelite paintings, alongside a major collection of Old Masters, Modern and Contemporary pictures. The restored Gas Hall Gallery has international touring exhibitions, while the Halcyon and Ikon galleries feature innovative contemporary works. The city also boasts some picturesque escapes, such as Sarehole Mill, a Grade II listed water mill in Hall Green, which inspired 'The Hobbit' and 'The Lord of The Rings'. National landmark sites abound, including the National Exhibition Centre, National Motorcycle Museum, National Car Heritage Museum, and the National Sealife Centre.

Sports and recreation are also well served: the city offers international test cricket, top-flight football, athletics, tennis, international championship golf and top-class rugby. Birmingham is also home to over 200 restaurants, serving up 27 different kinds of cuisine and has more Michelin-starred restaurants than any other English city outside London.

The West Midlands is within easy reach of some of the UK's top beauty spots. Wales – home to the Brecon Beacons and Snowdonia national parks – lies to the west, the Peak District National Park to the north, and the Cotswolds to the south.



## How to apply

To apply for the post of Deputy Headteacher – Curriculum and Assessment at Sutton Coldfield Grammar School for Girls, please complete the application form and enclose a letter supporting your application. In your letter you should:

1. Explain your reasons for applying for this post;
2. Address the requirements of the job description and person specification to outline your professional experiences, skills and strengths and how they are suited to the demands of this role.

The application form must be completed in full and it is not sufficient to substitute a C.V. for all or any part of the form. Completed applications should be emailed to [recruitment@suttcold.bham.sch.uk](mailto:recruitment@suttcold.bham.sch.uk) or sent to Dr Barbara Minards, Headteacher.

**Closing date for applications:** 9.30am on Tuesday 20th February 2024

**First interview:** Wednesday 6th or Thursday 7th March 2024 (long listed candidates)

**Second Interview:** Monday 11th March 2024 (short listed candidates)

If you would like to arrange an informal visit prior to the application deadline, or require clarification on any matters regarding this vacancy, please telephone our HR team, Alison Forshaw or Allie Jones (0121 354 1479 ex 1236/1256) or email them at [recruitment@suttcold.bham.sch.uk](mailto:recruitment@suttcold.bham.sch.uk). An online psychometric assessment will form part of the selection process and be forwarded to all long-listed candidates on Friday 23rd February, for completion by Monday 26th February 2024.

## References

It is our practice to take up references before interview. If you would prefer us not to do so unless you are long listed, please indicate this clearly in your application. 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.

## Interview Expenses

We will reimburse your interview expenses, including reasonable travel and accommodation costs. We would also be happy to book accommodation for you should it be required







## 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 candidate 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 and young people. 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  
Mr Mark Charles  
Mrs Meg Mahoney  
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.***

